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ABSTRACT

On the basis of interviews with mothers and baby-sitters of children enrolled in the Early Learning Programs of the Pennsylvania Research in Infant Development and Education Project in the West Chester, Pennsylvania, area, 12 low-income labor force nonparticipants identified as potential entrants into the job market were chosen to participate in an experimental individualized vocational training program for child care services. Funded under Part C of the Vocational Education Act of 1969, this innovative in-home program was intended for unskilled, socioeconomically disadvantaged adults unable to participate in formal, centrally located training programs. Of the 25 lessons originally planned, the 12 initial lessons are presented in this report, including learning activities, resource lists, behavioral objectives, and content outlines. Positive feedback from program participants, an appended program evaluation performed by an independent researcher by means of interviews using a survey instrument, and a comparison of participant scores with scores achieved by those in a state manpower training program revealed the program's success. A detailed program rationale precedes the 12 lessons and a discussion of the program's results. (AG)

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AN EXPERIMENTAL PROGRAM TO PROVIDE IN-HOME VOCATIONAL TRAINING IN PRESCHOOL AND DAY CARE WORK FOR UNSKILLED DISADVANTAGED MOTHERS AND CHILD-CARING ADULTS

A FINAL REPORT

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West Chester State College

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Problem

The unprecedented growth of child care and child development services in this country over the past few years has signaled the emergence of a new frontier in the educational sector of our society. Moreover, the increasing demand for additional services of this nature from groups of people representing agencies, working mothers, labor unions, and women's liberation, is expected to maintain a continued expansionary movement in this area and may well lead to some very fundamental changes in the family unit and our social structure as we know it. The current proliferation of such child care services has promised to produce a parallel increase in employment opportunities ranging from teachers and assistant teachers to teacher aides to family day-care mothers.

The expanding job market in the area of child care services is particularly striking when viewed in the perspective of the prevailing high general unemployment rate in the economy as a whole, especially among the lower income and more disadvantaged segments of the population. Yet despite the concern of vocational educators for the education and re-education of persons toward new opportunities for employment, many programs for vocational training are not reaching the most needy areas of our society nor capitalizing on the new vocational opportunities presenting themselves in the aforementioned child care services area.

It is not sufficient for us, as vocational educators, to continue to offer vocational training programs geared to group sessions and held at

times and places often making it difficult to attend. It is likewise not sufficient to continue to attack the problem of the vocationally untrained on a post facto basis. What is needed is a fresh approach to the problems of the persistently unemployed and the persistent unemployment problem.

This approach has been operationalized in the present experimental program through the identification of potential entrants into the job market and the in-home training of these persons for employment positions in the expanding child care service vocation. It is time we realized that the creating and modification of job opportunities to enable placement of the relatively unskilled workers somewhere on the initial rungs of a career ladder is not a sufficiently effective step at alleviation of the manpower training needs of this segment of the population if our traditional or semi-traditional methods of training are to persist. There must be the creation of new types of programs which recognize and meet the challenge of conditions which would not normally permit many individuals with such training needs to participate in traditional programs. These individuals would include: both wed and unwed mothers who are limited or handicapped in their availabiiity for such programs because of the presence of very young children in the home; individuals who would not be able to avail themselves of such training opportunities due to their dependence upon operating babysitting services, often of an illegal day-care type without regard to State Welfare Department regulations, for the purpose of obtaining a living income; persons who because of other more fundamental commitments or transportation difficulties would not be able to participate in any formalized and centrally located training sessions.

The purpose of the present program,therefore, was to provide an individualized program of vocational training which could be conducted primarily in the homes of the participants, and which would prepare those persons for positions with early childhood projects such as Home Start, Head

Start, Follow-Through, Day Care Centers, Nursery Schools, and other such operations.

This experimental program provides a model for what I believe to be a new and different approach in the field of vocational education:

1. It recognizes the need for more individualization in the vocational training, particularly, of individuals who are socioeconomically in the more disadvantaged segments of our society. It also acknowledges that, coupled with the problems of unemployment, are a number of concomitant factors which often include social, personality, and mobility problems. Therefore, an individual who experiences employment problems may also have problems in attending any type of centrally located program aimed at training him for a particular vocation.
2. It recognizes the need to begin attacking the unemployment problem in its formative stages - that is, before it becomes a reality. Individuals lacking any vocational training and who are not presently in the job market due to one circumstance or another, but will be at some point in time in the near future, must be identified and trained where possible.

It is hoped that a review of the findings of his new program will encourage further experimentation along these lines and result in perhaps a shift to a more forward-looding orientation in the field of vocational education, especially as it relates to the more disadvantaged segments of our society.

Method

Selection of participants was made on the basis of interviews with mothers and baby-sitters of children enrolled in the Early Learning Programs of the Pennsylvania Research in Infant Development and Education Project (PRIDE) in the West Chester, Pennsylvania, area. A total of twelve such individuals presently not in the job market, but who were identified as potential entrants into that market, were chosen to participate in this experimental program. All participants were from low income families and had no specific vocational preparation.

Considerable time and effort was expended in developing the format and content of the vocational training sessions to be utilized in working with each of these twelve individuals. An outline was drawn up to reflect the areas of child care and child development which were deemed most important in working with young children. This prospective training guideline is given below:

A. Understanding People and the Community.

   1. Interpersonal and intergroup relationships.
   2. Understanding the community and its culture.
   3. Special problems of the socioeconomically disadvantaged, minority groups, etc.
   4. Adult attitudes and feelings toward children.
   5. Adult roles in the lives of children.
   6. Importance of understanding children, their behavior and development, etc.

B. Physical Growth and Health.

   1. Physical growth and development: Kinds and sequence of growth; developmental norms; expectations at various ages; promoting growth; preventing and identifying potential problems.
   2. Sensorimotor development: Kinds and sequence of growth;

developmental norms; expectations at various ages; promoting development; activities and materials; preventing and identifying potential problems.

3. Attitudes toward the physical body and its functions.

4. Healthful living: Dietary needs; planning menus; preparing meals; feeding practices; eating habits; rest and sleep; cleanliness; toilet training and habits; medical and dental care; vision and hearing tests; environmental health.

5. Childhood illnesses and health problems: Prevention; symptoms; care and treatment; etc.

6. Safety and accident prevention.

7. First aid procedures and materials.

8. Community health agencies and clinics.

9. Health education and health services at child care centers.

C. Learning and Cognitive Growth

1. How young children learn: General principles; environmental stimulation.

2. Promoting children's learning: Utilizing everyday experiences; planning and carrying out learning experiences at various ages; materials for learning.

3. Language development: Speech development; sequence; promoting speech; preventing and identifying problems; talking to children; explaining; giving directions; questioning language problems; delayed speech; bilingualism; lack of fluency; promoting vocabulary development; concept formation; etc.

4. Intelligence: Its nature; development; measurement; etc.

5. Stimulating and satisfying curiosity: Handling children's questions; encouraging exploration; and experimentation with safe limits; teaching children to be observant; helping children ask questions and find answers.

6. Stimulating thinking, problem-solving, decision making, etc.

7. Creative activities: Art; crafts; instrumental and vocal music; dramatic play; dramatization; storytelling; etc.

8. Using pictures, stories, books, poetry with children.

9. Factors in school readiness: Experiential background; language skills; visual/auditory discrimination; perceptual-motor skills; emotional/social development.

D. Social and Emotional Development.

1. The self-concept: Meaning and importance; development of and influences on; promoting healthy self-concepts.

2. Emotional development: Characteristics of child emotions; specific emotions; development and handling; helping children to handle their feelings; promoting emotional growth; identifying and handling potential problems.

3. Social development: Socialization; nature; sequence; preventing and handling problems; helping children adapt to expectations and routines; the young child and his family; adult-child and child-child relationships; sex-role identification.

4. Children's psychological needs: Nature and importance of needs; ways of meeting needs; recognizing and handling problems.

5. Understanding children's behavior: Observing and describing behavior; interpreting behavior; identifying causes of behavior and misbehavior; teaching appropriate behavior; preventing and handling misbehavior; distinguishing between acceptable (desirable or undesirable) behavior and handling each appropriately; characteristic behavior at various age levels.

6. Mental health: community sources of help for problems; etc.

E. Programs for Young Children.

1. Curriculum and program planning: teaching for behavioral objectives; utilizing contributions of Piaget and Montessori and others; learning experiences in various subject areas.

2. Organization and teaching: Facilities and equipment; schedules and routines; budget and expenditures.

3. Staff in child care centers: Staff roles and relationships; recruiting and selecting of staff; supervision of staff; training of staff members.

4. Working with the community: Working with parents; parent-education programs; working with community agencies; utilizing community resources.

On the basis of this preliminary guideline, twelve initial vocational training lessons were developed. An outline, narrative, and practicum activities list was prepared for each lesson. The individual lessons were designed to be conducted once weekly through the initial period of twelve weeks. In practice, it was not possible to cover all items listed in the preliminary guideline. This was due to an unexpected delay in starting

the sessions, coupled with the relatively short period of time afforded by the twelve one-hour visits which were possible during the allotted grant period. As a result, a series of twenty-five lessons was originally planned, of which, only the initial twelve are presented here. Thus the Program is currently still in operation and most probably will continue throughout the major portion of the summer, during which time the remaining 13 lessons will be developed and implemented. Areas of concentration in the remaining half of the scheduled sessions will cover: Understanding People and the Community; Health and First Aid; Nutrition; Cognitive Growth and Development; Child Care and Child Development Philosophies and Programs. Some of these will be new areas and some will have been partly covered during sessions held in the initial half of the Program. Those areas of which portions have been covered previously will provide greater depth of understanding of subject matter and a broader perspective for the participants.

The primary goal in construction of the Program lessons was to convey as much knowledge as possible during each of the one-hour sessions while at the same time providing a means through which such knowledge could be made relevant to the participant in her home and neighborhood. It was for this reason that each session was conducted in two parts: (1) A Discussion phase; and (2) a Practicum phase. Each written lesson was developed in three parts: an outline; a narrative; and a practicum activities section. The first of these parts provided a useful medium for interaction between the home tutor and the participant during the Discussion phase of the session, as this outline contained all of the essential elements to be covered during the particular session of which it was a part. The tutor, on the one hand, was able to use it as a guide for orienting the weekly discussions toward the intended contents of that particular scheduled lesson. The participant, on the other hand, was able to use it as a guide for remembering what was

talked about during the session, and as a help in review. The narrative for each lesson was an elaboration or prose statement of the outline and was primarily of use to the tutor as a preparatory device in readying for the Discussion phase of the session to be held that week. The practicum activities portion of the written lesson formed the basis for the Practicum phase of the actual session and consisted of activities relating to that particular week's session which were designed to be conducted between the participant mother and her child as a means of operationalizing some of the things learned in the Discussion portion of the session.

On the next several pages are presented lessons one through twelve as they were used in the experimental vocational training program.

E X P E R I M E N T A L

V O C A T I O N A L T R A I N I N G L E S S O N S

I - XII

LESSON I

THE VOCATIONAL PROGRAM

I. OBJECTIVE

- A. training of persons who aspire to work in field of early education
- B. create a pool of trained workers

II. PARTICIPANTS

- A. not free to attend regular class sessions due to home or job responsibilities
- B. taught at home one hour per week
- C. not charged for course or materials

III. NEED FOR TRAINING

- A. research showing learning potential of early years
- B. research showing importance of environment for learning
- C. large number of working mothers needing wholesome environments for children

IV. CONTENT OF PROGRAM

- A. Discussion
  - 1. adapted to learning in home situation
    - a) importance of early childhood education
    - b) principles and patterns of development
    - c) physical development
    - d) emotional development
    - e) social development
    - f) language development
    - g) intelligence
    - h) cognitive development
    - i) value and attitude development
    - j) childhood illness and accident
    - k) nutrition
    - l) meaning of play for children
    - m) children's art
    - h) children's books
    - o) children's toys and games
    - p) the child and his culture
  - 2. Consider early education
    - a) the role of the assistant teacher
    - b) teacher-child relations
    - c) school adjustment probelms of children
    - d) staff relations
    - e) lesson and program planning

B. PRACTICUM

1. weekly lesson with four activities
2. one activity each
   a) sensory development
   b) motor development
   c) sensory-motor development
   d) conceptual-language development

3. Procedures
   a) derived from PRIDE Project experiences
   b) consider advantaged and limitations of teacher training in the home
   c) clear guidelines for each activity
   d) participants reactions noted and discussed
   e) participants problems given careful consideration

V. DESIGN OF WEEKLY LESSONS

A. Schedule
   1. once a week
   2. one hour

B. Lesson
   1. seminar on child development
   2. questions or problems arising from participant child activities
   3. may also include
      a) tutor observing participant-child activity
         1) to check progress of participant
         2) to give suggestions
      b) tutor demonstrating working on activity with child
   4. participant-child activity plans

C. Daily Sessions
   1. 15 per day
   2. total one and one half hours per week
   3. supplemental activities for extra time
   4. reinforcing learning in everyday situations
   5. any convenient time of day
   6. materials
      a) many provided by tutor
      b) a few made from items readily available in home
         1) instructions on how to make toy provided by tutor
         2) instructions for supplementary materials provided by tutor
      c) store materials together in container
   7. atmosphere during daily sessions
      a) tone set by participant should encourage child's belief that learning is play and satisfaction, not work

b) participant should reward efforts, avoid criticism of errors
c) participant should be encouraging and patient
d) participant should change activity if child's interest wanders
e) participant should not force child to continue if frustrated
f) participant enthusiam best way to keep child's attention and participation

LESSON I

THE VOCATIONAL PROGRAM

The Vocational Training Program in Child Development has as its objective the training of persons who aspire to work in the field of early education. The participants, because of home or job responsibilities, are not free to attend regular class sessions. Therefore, the lessons given without cost to the participants are taught by an individual teacher or tutor in the participants' homes.

Many individuals often inquire as to why so much emphasis has recently been placed on early education. Chiefly, two different factors in our society have focused attention on preschool and day care. The first is the large body of research which has shown the enormous learning potential during the earliest years of life. What was formerly viewed by teachers and parents as a time of idle play and little learning is now seen as a time when a child can make great intellectual strides. Besides noting the ability of young children for learning, research has also shown that the situation in which a child is reared affects the amount of intellectual growth he actually attains. A child who has many experiences with a wide variety of materials, situations and people, who is spoken to often and encouraged to speak himself, who is well fed and cared for learns, more and faster than a child in a less enriched environment.

A second influence creating a demand for well trained teachers and aides for young children is the ever-increasing number of working mothers. Research indicating that a child's environment and experiences influence his learning has altered the way parents judge a day care situation. Both day care directors and parents insist that quality child care is more than baby sitting. Quality child care involves understanding child

development and knowing how to apply this understanding to create an environment in which children can learn and grow.

The content of the Vocational Training Program is adapted to the special abilities and problems of the participant receiving teacher training in the home. The learning is both general and specific. Discussion sessions between the tutor and participant focus on child development through a consideration of the following areas:

(a) importance of early childhood education

(b) principles and patterns of development

(c) physical development

(d) emotional development

(e) social development

(f) language development

(g) intelligence

(h) cognitive development

(i) value and attitude development

(j) childhood illnesses and accidents

(k) nutrition

(l) meaning of play for children

(m) children's art

(n) children's books

(o) children's toys and games

(p) the child and his culture

In addition to these main topics of discussion, interspersed through the course are additional topics dealing with:

(a) the role of the assistant teacher

(b) teacher-child relations

(c) school adjustment problems of children

(d) staff relations

(e) lesson program planning

A model viewing the child's growth and learning as ultimately dependent on the modes of sensory development, motor development, sensory-motor development and conceptual-language development, forms the core rationale for participant-child lessons at the conclusion of each discussion session. These lessons each designed to promote learning in one of these four modes, constitute the practicum section of the vocational program.

Many participants have questions about the procedures they should employ in teaching the child. The recommended procedures utilize experiences and knowledge from the PRIDE Project in how to best teach lessons and consider the special advantages and limitations of teacher training in a home setting. These procedures are carefully explained so that the participant has a clear guideline of how to begin the program. Parents' reactions to the suggested procedures are noted and discussed. Any problems that the participants see in implementing the program are given careful consideration by the tutor. If necessary these problems are discussed with the Director of the Vocational Training Program.

The tutor meets once a week with the participant for one hour. During this period the tutor goes over the lessons for the week, has a discussion on some aspect of child development with the participant and discusses questions or problems in the teaching sessions. Often, the tutor gives a demonstration on working with a child. This may be the tutor's idea or it may be in response to a request from the participant. The tutor might also observe a participant-child activity interaction to give possible suggestions on checking the program. The

session is designed to help the participant in her new role as a teacher or aide. There are specific questions to be answered by the participant to provide feedback and also to stimulate discussion from the participant. The participant is given four lessons for each week. It is suggested that the participant have a daily 15 minute session with her own or a neighbor's child for a total of about one and a half hours per week. There are supplementary activities for the participant who has extra time during the week. Many extra minutes during the day can be used to reinforce and expand the lessons. Participants will see learning opportunities in many everyday situations after working with the lessons. The maximum time given by the participant is really up to the individual but a minimum of an hour and a half per week is needed to achieve the goals of the program. Any convenient time of day is appropriate. Any room would do since usually only a flat surface is required.

The materials for the lessons are all provided by the tutor or consist of items readily available in the home. Some of the materials are made by the participants from ordinary home items. The tutors provide instructions for these materials. There are also instructions for making supplementary materials. The materials provided are used for many different lessons. To keep them together and in good condition, a container for all materials is provided.

To children, learning is play and satisfaction not work. The atmosphere set by the participant should confirm this. This should be an enjoyable time between participant and child. The participant should be pleasant and encouraging as well as patient. Playing and trying are the goals; success is not. The participant should provide positive feedback and rewards rather than criticism. The participant

should reward good efforts or achievement with words of praise or a physical hug or pat. The participant should always keep the interest of the child in mind. If interest wanders, change the activity or lesson quickly. Do not try to continue if the child is frustrated. The participant's enthusiasm is the best way to keep up interest and participation from any child.

LESSON II

EARLY CHILDHOOD

I Importance of Early Childhood

A. Why the interest in this period
   1. Mothers can see rapid growth, changes, and learning
   2. Mothers often underestimate child
   3. School programs are generally based on the assumption that certain parent provided learning has taken place.
   4. Mother is most important teacher.

B. What has research found
   1. 1920 Watson
      a. Watch children closely to learn about them
   2. Gessell-All children must complete one stage before they go to another.
      a. Described norms of behavior.
   3. 1960's Piaget and Bruner observed many, many children
      a. The child builds on what he has learned
      b. Each accomplishment lays the basis for the next one.
      c. Young children are quick learners
      d. Children can learn the first week of their lives
      e. They learn through new experiences which are similar to, but different from, old experiences

C. Current research projects
   1. Children need-National Education Association
      a. More direct contact with parents
      b. A better image of themselves
      c. More self confidence (which is similar to, but different from, old experiences.)
   2. Caldhery 1963
      a. Must start verbal program before three
   3. 1964-National Committee
      a. Children should be encouraged to speak, not listen
      b. Children's interest in books should be strongly encouraged
      c. Good verbal development (talking) is the foundation for reading
   4. Bloom 1964
      a. IQ can be changed (up or down) most in earliest years
      b. Stimulation in environment can alter even identical twins IQ by 20 points.
   5. 1967-Head Start Program
      a. Too late for effective good and change
      b. Need for earlier education
   6. Piaget
      a. Children can deal with problems and solve them even if they can't verbalize them
      b. Learning can take place before language is present
   7. During the first five years of life, the child has a learning capacity which will not be equaled by any succeeding five year period.

D. Conclusions
   1. Best to start early as possible
   2. Mother the best teacher
   3. School and home should cooperate
   4. Verbal learning is essential for school success
   5. Learning can go on before talking

LESSON II

EARLY CHILDHOOD

Recently more and more programs in education have been involving the very young child. Some projects which formerly used five and six year old subjects have gradually moved backwards until they now include prenatal care and newborn infants. This trend to earlier childhood programs is not without empirical basis. Researchers have become increasingly interested in the earliest periods of a child's life.

Parents have always known that the earliest years wer a period of rapid growth, many changes, and lots of learning. Even though they could see these rapid and multiple changes, most parents often underestimated the young child. Parents have assumed that early childhood was a carefree time of incidental significance to a child's total growth and personality. The learning and maturation of the earliest years in many instances has been completely unassisted by the parent. Too many mothers do not realize their very important role as a preschool teacher. Children's potential, ability, and learning processes during these early years are just beginning to be researched in depth and understood. The findings of this research will be of interest to parents who are eager to help their children off to a good start.

Research on young children began in 1920 when a psychologist named Watson began observing children. He was the first to scientifically watch children to see what they were like. Previously children were considered to just be small-sized adults. Although many of his theories have been discounted, he was a pioneer in beginning child study as a separate science. Gesell is famous for his books on children at all ages which he wrote in the 40's after lengthy observations of a large number of children. He gave us many behavior norms which helped observers to classify children's development. Gesell showed that

development follows certain patterns so that it is predictable. A child cannot go to stage two without mastering stage one in his development.

More recently, Jean Piaget and Jerome Bruner have added much to our knowledge of children's behavior through their very closely controlled observations. Many of their findings on the earliest learning of children had been obvious for years, but no one had scientifically observed and described them. They found that the child builds on what he already has learned and assimilated. Each accomplishment paves the way for the next one. Children do best when they are learning from new experiences which are similiar to, but different from, old experiences. They recorded their findings on children and proved children are quick learners and they can learn even from birth. Significantly, they found that children deal with problems and solve them even if they can't verbalize these problems. Before this, many parents had assumed that language was necessary for most types of learning.

Current research on young children is expanding each year as more and more researchers discover the importance of these first years. An extensive evaluation of the Head Start programs in 1967 found that 4 or 5 years of age was too late for effective early learning or change. This agrees with the findings of Bloom in 1964 on the I.Q. He found that the biggest changes (either up or down) occurred in the earliest years. The I.Q. of even identical twins could be raised or altered by up to twenty points depending on the environment. In the crucial area of language, Goldberg found that a successful verbal program had to begin by the age of three. The relationship between language ability and school success is very high, yet the ability has

to be acquired prior to school age. A research report by the National Education Association, a group of teachers, found that children need more direct contact with their parents, a better image of themselves, and more self-confidence. These qualities must be developed from infancy up and cannot wait for formal schooling.

Since 1965 a research project at Harvard has been scientifically observing younger and younger children. They found that a successful child could be spotted by trained observers by the time the child was three. In the absence of drastic changes in the environment, these children could be expected to continue to be successful after that time. On looking more closely at the children, the Harvard group found that the traits of a successful child were present at three. In other words they were learned before that age. The tentative findings are that these qualities were established by the mother-child relationship between the ages of ten and twenty months. The observers suspect that even earlier learning, which they cannot yet recognize or identify, builds the foundation for this success. Obviously the need for early training and work with mothers to help them take advantage of this critical time is imperative. Education which begins at five is often too little and too late.

LESSON II

SENSORY

TITLE: Seeing different sizes

PRUPOSE: To increase visual accuracy, to differentiate among different sizes.

MATERIALS: A matching lotto game with three apples--big, middle-sized, and small.

POSITION: Seated next to a flat surface such as the floor or a table.

Show the child the board with apples. Name the apples. "This is the big apple, this is the middle-sized apple, and this is the small apple." Show the child the matching apples. "These are the two big ones, the two middle-sized ones, and the two small ones." Ask the child to match the apples starting with the two extremes - the big ones and then the small ones, and then the middle ones. Say, "Here is the big apple? Where is the other big apple? Can you put this on the big apple in the game?"

LESSON II

MOTOR

TITLE: Follow directions

PURPOSE: To improve listening, to teach physical responses to auditory commands, to add new verbs to the vocabulary.

MATERIALS: None

POSITION: Participant and child in a quiet room standing facing each other.

ACTIVITY: Participant says, "Can you do as I tell you to?" She gives each of the following directions slowly and does each command herself.

Touch your nose.
Touch your ears.
Open your mouth.
Show me your teeth.
Touch your ankles.
Stick out your tongue.
Where is your hair?
Touch your shoes
Touch your knees.
Clap your hands.
Stand up.
Touch your elbows.
Sit down.
Wiggle your fingers.
Put your thumb in your mouth.

If the child has done these with you well, try it with him doing it alone. Say, "I'm going to tell you what to do and you are going to do it all by yourself." Repeat each of the directions slowly (twice if necessary). Have the child try to do them. If he hesitates, participant should do the command without comment. Continue even if he can only do a few by himself.

SUPPLEMENTAL: Let the child who can talk, tell you what to do. He may use only one work like "nose," but this is a big step. Sentences aren't expected from him now. Complement him for being a good leader even if he can only say two or three things. A nonverbal child may be able to do some motions for you to follow. You say the command as you do it, such as, "I touch my nose."

LESSON II

SENSORY - MOTOR

TITLE: Tasting

PURPOSE: Try new tastes to develop fine discrimination in tasting.

MATERIALS: Same as in Lesson I, Sensory - Motor

Peanut butter	Syrup
Jelly	Sugar
Ketchup	Juice
Mustard	Salt
Honey	Chocolate Milk or White Milk
Coffee	Tea

POSITION: Same as in Lesson I. Use the ones the child was successful with and two new ones he didn't know.

LESSON II

CONCEPTUAL - LANGUAGE

TITLE: Picture recognition

PURPOSE: Increase vocabulary on recognition

MATERIALS: Pictures of cookies, ice cream, apple, orange, milk, hot dog

POSITION: Seated with child next to you, review the pictures from last week: the cookie, ice cream, and apple. Participant names each one and asks child to repeat it or point to the other one she has named. Present two at a time and ask child to point to the cookie or ice cream or apple. After reviewing these, go on to the new words. Name each picture--apple, orange. Ask him to point to the orange, or say orange if he can. Show two pictures to child. Say, which is the orange? Child should point to the orange or say orange. Praise and reward the child. Repeat the procedure for each picture.

Remember--the child can point to the proper picture instead of naming it. Reward him for this.

SUPPLEMENTARY ACTIVITIES: Colorful pictures found in magazines may be cut out, pasted on a piece of cardboard, and then used for language work with the child. Try to find simple, well-known objects for this work. For example:

Chair	Hot Dog
Clock	Wagon
Table	Gun
Phone	Car
TV	Truck
Spoon	Doll
Bike	Coat
Train	Hat
Comb	Shoes
Bed	Pocketbook
Knife	Cat
Cookies	Bird
Ice Cream	Dog
Apples	Horse
Oranges	Elephant
Milk	Fish

LESSON III

PRINCIPLES OF DEVELOPMENT

Definition of Development:

A progressive series of orderly coherent changes leading toward the goal of maturity. Maturity is when the structural changes are complete and the child has attained the capacity to function physically and mentally like a normal adult.

I Principles of Development
- A. Types of Change
  1. Changes in size as the child grows older, his height, weight, internal organs, limbs, brain, and vocabulary all increase or grow.
  2. Changes in proportion: the child is not just a small adult, his bodily proportions are different. For example, his head is much larger in proportion to his body than an adult's is.
  3. Disappearance of old features, babyish things like babbling, and crawling disappear and are replaced by adult ways.
  4. Acquisition of some new features in mental and physical development, like secondary teeth, knowledge, morals, etc.
     a. Two different and antagonistic forces, the development of new traits and the shedding of old traits.

- B. Rate of Development
  1. Not a uniform process
  2. Most rapid from conception to birth
  3. Extremely rapid from birth to three
  4. Three to six continues but not so rapidly
  5. Six to thirteen slows down
  6. Adolescence, a spurt which is two or three years

- C. Value of Knowing the Developmental Pattern
  1. We know what to expect, when to expect it, and at what age different patterns of behavior will normally emerge into more mature forms
  2. We can set up standards by which to judge children's normal development channels at the most appropriate time.

- D. Major Developmental Tasks for Childhood
  1. Learning to walk
  2. Learning to take solid foods
  3. Learning to talk
  4. Learning to control elimination
  5. Achieving physiological stability
  6. Learning to relate oneself emotionally to parents, siblings and other people.
  7. Forming simple concepts of social and physical reality
  8. Learning to distinguish right and wrong and developing a conscience

II CHARACTERISTICS OF DEVELOPMENT

A. Development comes from maturation and learning
   1. Maturation is the unfolding of the inherited traits
      a. Some of these traits cannot be trained, like crawling, walking
      b. Some are essential for training like swimming or piano playing
      c. Both of these traits will be more fully developed in an environment which supports their development
   2. Learning is development which comes from exercise and effort on the part of the individual
      a. Learning can come from practice or mere repetition of an act
      b. It may be by imitation, in which the child copies consciously what he sees others doing
      c. It may be by identification in which he attempts to adopt as his own the values, attitudes, motives, and behavior of people he admires or likes
      d. It may be by training which is a selective, directed, and purposive type of activity
         - parents encourage and reward good behavior and punish unacceptable behavior
   3. Development depends on an interaction of maturation and learning
      a. One influences the other; skills cannot be learned until growth and maturity of the physical part has taken place.
      b. Development depends on the hereditary endowment and the forces of the environment.
      c. Maturation provides the raw material for learning.
      d. This means that a child should not be pushed to learn a task until he is matured enough to handle it.
   4. Learning occurs best at the "teachable" moment.
      a. Children mature at different rates, and they have different potentials from their heredity.
      b. Waiting too late may have the effect of having the person fail to ever reach his full potential.
      c. In working with new tasks with your child find the teachable moment by asking:

         1. Does the child show an interest?
         2. Does he sustain the interest over a period of time?
         3. Does he make progress with practice or is he not catching on?

LESSON III

PRINCIPLES OF DEVELOPMENT

Development is a central subject in understanding and educating the young child. It is easier to work with a child when you understand his development. What is development? It is a progressive series of orderly coherent changes leading toward the goal of maturity. It is a complex process of integrating many structures and functions. Maturity is achieved when the structured changes are complete and the child has obtained the capacity to function physically and mentally like a normal adult. Maturity or the goal of development comes at a fairly early age in some aspects like the sense organs, but much later for others like the sex organs or the personality.

The child's development is influenced by changes which are con--stantly occurring from conception through adolescence. There are four types of change. The first is change in size which is also the most readily apparent change. In addition to change in height and weight, there are also changes in the size of his organs, limbs, brain, vocabulary, imagination, etc. The second type of change is proportion. The child is not just a miniature adult - his proportions are quite different. In early childhood a child's mental development emphasizes the imagination with little regard for reality. This reverses as development proceeds. His interests also change in intensity and proportion. The third type of change involves the disappearance of old features. Some of the disappearing traits which outlive their usefulness and disappear are baby talk, childish impulses, and baby forms of locomotion like crawling. Unfortunately, sensory keenness in tasting and smelling

also disappears. Physical features like baby teeth, baby hair, and the thymus gland also disappear gradually. The fourth type of change is the acquisition of new features. Some of these new mental and physical features are acquired through learning, but others come from the maturing of traits not developed at birth. Among the physical features are the permanent teeth and the sex characteristics. Among the new mental traits are curiosity, knowledge, morals, religious beliefs, different forms of language, and deviant behavior. The last two types of change are essentially different and antagonistic, but they occur at the same time and at all ages. This developing of new traits and discarding of old ones is an intricate part of developmental changes.

The next part of development to understand is its rate or the timing. Development is not uniform or constant. It is the most rapid from conception to birth. It is very rapid up to the age of three. As every parent knows this is a time of very rapid physical and mental development. From three to six the child continues to grow, but not so rapidly. From about the age of six to adolescence the child slows down. At the onset of adolescence there is another rapid spurt lasting two or three years until the child approaches maturity. Each child follows these rate changes in his own way, but he does follow these general patterns.

It is very important to understand the developmental patterns or principles. Knowledge of the patterns of human development enables us, first, to know what to expect of a child, when to expect it, and at what ages different patterns of behavior will normally emerge into more

mature forms. If too much is expected of a child he may develop feelings of inadequacy because he feels he doesn't measure up. If too little is expected of a child, he is deprived of an incentive to develop to the fullest. Knowing what to expect of a child helps us to set up standards for the average child. Comparing one's child to these established norms rather than other children is much more accurate for assessing him. Knowing the developmental pattern has helped researchers to set up developmental tasks which are necessary for the child to achieve for his own good and later success with other tasks. The tasks are the result of physical maturation, cultural pressures by society, and the individual's own desires and interests.

The major developmental tasks for childhood are as follows:

1) Learning to walk

2) Learning to take solid foods

3) Learning to talk

4) Learning to control elimination

5) Achieving physiological stability

6) Forming simple concepts of social and physical reality

7) Learning to relate oneself emotionally to parents, siblings, and other people.

8) Learning to distinguish right and wrong and developing a conscience

There are also a number of these tasks for middle childhood. These were observed by Havighurst and are given as a guide to normal behavior. Knowing these tasks, a parent can help his child to prepare for the task and then also help him to achieve them.

Development is basically influenced by five factors. These can each be seen in every area of development. They are each important in different degrees depending on the developmental task at hand.

The first characteristic of development is that it comes from maturation and learning. Maturation is the unfolding of the inherited traits. These traits are present in the child at birth due to his genetic endowment from his parents. Some functions or traits are common to all men. These include crawling, sitting, walking, and talking. These traits are immune to environmental influences and will develop despite efforts to curb them. Other functions or traits cannot develop without environmental support or training. These traits include skills such as musical or athletic talent and intellectual performance. These traits must be fostered by the proper environment for the optimal maturation to take place. Learning is development which comes from exercise and effort on the part of the individual. Through learning a child can change his physical structure and behavior and also acquire competence in using his hereditary resources. Learning can come in three ways: imitation, identification, or training. In imitation the child consciously copies what he sees others do. In identification the child attempts to adapt as his own the values, attitudes, etc. of persons he likes or admires. In training the child is directed in a selective, purposeful, activity by adults or older children. This is the way parents and schools try to impart learning to a child.

Development by maturation and learning comes from an interaction between these two forces. One influences the other; skills cannot be

learned until growth and maturity of the physical part has taken place. Development is thus dependent on the environmental forces as well as the hereditary ones. Maturation provides the raw material for learning and determines to a great degree the more general patterns and sequences of the child's behavior. The interaction between heredity and environment creates the individual differences of each person. Maturation sets limits beyond which development cannot go even when learning is encouraged. This proves that the child should not be pushed to learn a new task until he is mature enough to handle it. The effectiveness of learning depends upon proper timing.

The second characteristic of development follows a predictable pattern. There is genetic sequence although the individual rate of development may vary due to the environment and heredity interaction. The third characteristic of development is there are individual differences in the developmental pattern. These are due to conditions within and outside the body. Each individual however has a consistency in his progress which means that he will progress at the rate at which he started and will follow his own pattern faithfully.

The fourth factor in development is the one we discussed in the first lesson: early development is more important than later development. The fifth factor influencing development is that development proceeds by stages. There are five stages each of which is distinguished by one leading characteristic or trait. These stages are readily identifiable, but vary in their timing due to individual differences.

LESSON III

SENSORY

TITLE: Which fruit do I feel?

PURPOSE: To develop the tactile sense, to use clues other than visual ones for naming objects.

MATERIALS: Apple, banana, orange, and a small paper bag.

POSITION: Participant seated with child next to her on sofa or floor. Participant places each fruit in the bag, naming it as she does so. Participant then twists the bag shut. Participant puts her hand in the bag, saying "I want the banana." She moves her hand around, grabs the banana and pulls it out without looking in the bag. She hands it to the child, helps him to feel it, and puts it back in the bag. Participant says, "Can you get the banana? Don't look, just feel in the bag for the banana." Child reaches in the bag for the banana. Reward correct behavior. If the child fails on the first try, remove the banana, ask the child to feel it again. Put it back in the bag and let him try again. Follow this same pattern for the apple and the orange.

SUPPLEMENTAL ACTIVITY:

1. A verbal child can plan "teacher" and tell participant which one to select. Ask him, "Which one do you want me to get?"

LESSON III

SENSORY

TITLE: Which fruit do I taste?

PURPOSE: To add another way of identifying familiar objects, to develop the sense of taste

MATERIALS: Apple, orange, banana, knife

POSITION: Seated next to child near a flat surface.

ACTIVITY: Participant shows the fruit to the child, asks him to name or point to each one. She opens each and cuts up several pieces. Showing the child the apple, participant puts a small piece in his mouth and hers. They chew and eat their apple. Participant then repeats this for the banana and the orange. Participant then says, "We will play a game of tasting." The child is told to close his eyes and open his mouth. Participant puts a bit of one of the fruits in his mouth. "Which one is that?"

LESSON III

SENSORY

TITLE: Matching pictures

OBJECT: To develop fine discrimination, to help visual development.

MATERIALS: Two lotto games--apples game and object lotto game.

POSITION: Participant and child seated next to a flat surface such as the floor or a table.

ACTIVITY: This is a repeat of the two lotto games which the child has seen before. This will help him learn to do it correctly, or more by himself, or perhaps to do it correctly for the first time.

Same instructions as in Lesson 1 and 2 Sensory.

LESSON III

Conceptual - Language

TITLE: Matching objects with pictures

PURPOSE: To relate objects with their picture images. To increase the vocabulary.

MATERIALS: An apple, a banana, and an orange, pictures in color of these three fruits.

POSITION: Participant seated next to child who is next to a flat surface like the floor, a table or a bed.

ACTIVITY: Participant picks up each fruit and names it, the child may say the word after her if he can. Participant places fruit in front of child and asks "Which is the apple? Point to the apple." Repeat with each fruit. Participant shows each of the three pictures, naming each fruit. She puts the apple next to its picture and says, "These are both apples." Then she does the banana and orange - so that each fruit is laid on its own picture. Then the participant removes the fruit from the pictures. She hands the apple to the child and says - "Can you put this on the other apple? Where is the apple?"

Do this for each fruit and reward the child for correct work.

LESSON IV
THE PATTERN OF DEVELOPMENT

Although each child is different and an individual, all normal children tend to follow a general sequence of growth.

II Development Follows a Predictable Pattern

A. Characteristics of Pattern
   1. Development is similar for all.
      a. One stage leads to the next, i.e. the child crawls before he walks or draws a circle before a square.
   2. Development proceeds from general to specific responses.
      a. In mental and motor, general is first.
      b. Baby moves the whole body before the parts.
      c. In language they use general words first.
   3. Development is continuous.
      a. Development is continuous from the moment of conception to death, but it occurs at different rates, sometimes slowly and sometimes rapidly.
      b. Teeth may appear one day, but they have been growing since conception.
      c. What happens in one stage has an effect on the following stage.
   4. Development proceeds at different rates
      a. Development is never uniform for the entire organism
      b. Different parts mature at different ages
   5. There is correlation in development
      a. The stage of maturity in one trait affects that in others.
      b. The correlation between physical and mental growth is very apparent, as the body matures, interests change.

B. Some Predictable Patterns
   1. The cephalocaudal law
      a. Development spreads over the body from head to foot.
      b. Improvements in structure and function come first in the head region, then the trunk, and last the leg.
   2. The proximodistal law.
      a. Development proceeds from near to far, outward from the central axis of the body toward the extremities.
      b. The baby can use his arms before his hands and can use his hands as a unit before he can control the movements of his fingers.
   3. Studies have shown a general pattern of behavior for all babies.
      a. There are also pattern of different aspects of motor and academic learning.

C. Deviant Development
   1. Development is influenced by environment, either positively or negatively
      a. Poor health
      b. Inadequate nutrition
      c. Emotional deprivation
      d. Lack of incentive to learn
      e. Prenatal damage

2. There are variations in the growth cycle.
   a. Most children are fairly consistent in their pattern showing a tendency toward earliness or lateness in reaching critical points.
   b. There are other influences in growth; family and ethnic background; sex differences; body size and body type; and even seasonal differences.

3. There are growth cycles for different organs.
   a. Each reaches its mature size at its own time.
   b. Asynchronous growth or "split growth"
   c. There is some growth in all parts of the body at all times.
   d. There are differences within the individual. Sometimes limbs grow at different rates.

4. There are six important effects of irregular growth on the child's behavior
   a. Adjustment difficulties due to rapid growth on the child's part.
   b. Energy level due to more energy being consumed by rapid growth.
   c. Nutrition is vital to sustain the right amount and kind of growth
   d. It is very difficult for the body to maintain homeostasis during a period of rapid growth
   e. An obvious change accompanying rapid growth is awkwardness.
   f. Some children have features which appear disproportinate due to unbalanced growth.

LESSON IV
THE PATTERN OF DEVELOPMENT

One of the characteristics of development is that development follows a predictable pattern. Although each child is unique there are characteristic patterns of development. Development is similiar for all. All children follow a similiar pattern of development with one stage leading into the next. For example, a baby will crawl before he walks or walk before he runs. The rate is the difference in children. That is, a bright child develops at a more rapid rate than a dull one, but they both follow the same sequence. Development proceeds from general to specific responses. In both mental and motor growth, the general is first. A new-born waves his arms in general movements before he can make a specific move to grasp an object. Language development shows this principle in mental development. A child says dog before he begins to name the different dogs he knows. Part of the predictable pattern of development is that it is continuous. The rate of growth obviously varies, but it never ceases. Some physical growth such as teeth appears to be rapid, but actually is a long process. Speech also is continually developing rather than suddenly appearing. This means that what happens at one stage has an influence on the following stages.

It is predictable that development proceeds at different rates. While it is continuous, it is never uniform for the entire organism. The physical growth is an excellent example of this. Some parts reach their maximum developmental level earlier than others. Internal organs like the heart, liver, and digestive system grow slowly until adolescence. There is correlation in development of the child. The

stage of maturity in one trait affects that in others. There is quite a marked correlation between physical and mental development.

There are some predictable patterns in development. These will be obvious to the observant parent. The cephalocaudal law regards development which spreads over the body from head to toe. Improvements in structure and function come first in the head region, then the trunk, and last in legs. Thus the baby can sit before he can stand since sitting involves involves the trunk and standing involves the later developing leg regions. The second pattern law is the proximodistal law that development proceeds from near to far or outward from the central axis of the body toward the extremities. For example, the baby can use his arms before his hands and his hands before his fingers. These patterns of development are just as sure for mental development as for physical development. Intelligence develops in a predictable pattern as well as its components like memory and reasoning.

All of these predictable patterns may be altered to create what is known as deviant behavior. Since development is a combination of heredity and environment, drastic environmental forces can sidetrack normal development. This can be either permanent or temporary deviation. Some of the factors which can influence a child are poor health, inadequate nutrition, emotional deprivation, lack of incentive to learn, prenatal damage and level of intelligence.

There are individual differences in the developmental pattern. Each child follows the predictable pattern in his own way and at his own rate. Therefore, all children do not reach the same point of

development at the same age. The reason for the variance in rates are due again to heredity and environment. This is true for physical, personality, and mental development. Even though the rate of development may vary for different children, it is consistent for the same child. For example, children who are heavy as babies generally continue heavy at other ages. Mental growth is also consistent. A child who shows accelerated mental growth continues to be accelerated. The term for this phenomena is consistency. Each child will progress at the rate at which he started and will follow a pattern of development that is characteristically his, controlled by his heredity and environment.

It is important to understand the existence of these individual differences because it shows that we cannot expect the same behavior from all children of the same age. In working with their child, parents should be constantly aware of the individuality of the child. The next lessons will deal with the general predictable patterns of development in physical, mental, language, and emotional areas. These norms should always be considered in light of a child's individuality. Pushing a child before he is ready or matured for a task can be damaging for him and his success with the task. Each parent should try to see where his child is in the general development stage and then plan his learning and growing to suit that stage.

LESSON IV

SENSORY

TITLE: Identifying household sounds

PURPOSE: To sharpen auditory discrimination, to teach the child to listen carefully, to identify sounds of objects without seeing.

MATERIALS: Door closing, sink with water running, clock or watch ticking, doorbell, pictures provided of sounds.

Participant takes child to each sound and says, "See the water running. Now close your eyes and listen real good." Then she shows him a door slamming, then asks him to listen again with eyes closed. This is also done with a ticking clock. Participant shows the child the picture of each activity and names it.

Participant says, "Close your eyes and listen." She makes one of the sounds, then shows the child two of the cards and asks, "Which did you hear?" Reward correct responses with cereal or verbal praise. Repeat this activity until the child can correctly identify each sound. He may want to put the proper card next to the object's sound that it represents.

LESSON IV

SENSORY - MOTOR

TITLE: Building a stack

PURPOSE: To improve eye/hand coordination, to increase small muscle development.

MATERIALS: Poker chips, five or six, any color.

POSITION: Child seated next to a flat surface, table or floor.

Participant builds a tower of the chips, carefully putting one on top of the other. Talk to child about what you are doing. Ask the child about what you are doing. Ask the child to build a tower, giving him one chip at a time. Encourage him verbally to put more and more chips on.

SUPPLEMENTARY: Let the child try to put the chips in a line following your example. Make other simple designs for him to copy. Allow the child free play with chips. Comment when he uses them constructively.

LESSON IV

SENSORY - MOTOR

TITLE: Rings on a pole

PURPOSE: To develop eye-hand coordination.
To increase child's discrimination of perceptual position.
To give child practice in manual manipulation.

MATERIALS: A broom or mop handle
Rings of cardboard made from toilet tissue tubes or paper towel tubes or made by taping sturdy cardboard strips into a ring. These should be about two inches wide.

POSITION: Child seated near mother on sofa or floor

ACTIVITY: Participant takes the handle and shows child how to put a ring around the handle. She says, "See this ring will go over the handle. Can you put a ring on the handle?" Shows child a good way to hold the ring so it will fit over the handle. She should hold the handle for the child. Reward his achievement. Let him put all the rings on if he can. Talk to him about what he is doing. If the child has difficulty, should demonstrate slowly again how she did it. She may even wish to guide his hand for the first time.

If the rings are made from cardboard, the participant can vary the diameter by making some strips longer. If this is done, give the child the widest (the easiest) ones to do first.

LESSON IV

CONCEPTUAL - LANGUAGE

TITLE: Enjoying a book

PURPOSE: To introduce books, to increase vocabulary, to build interest for reading.

MATERIAL: A storybook from school or a home one

POSITION: Child and mother seated either next to each other or child on participant's lap.

ACTIVITY: A child will be more interested in the book if the participant seems really interested in the book. The participant should point to pictures in the story to interest the child. Refer to familiar objects in the story. Most stories need to be re-told by the participant in the child's own language. Your child may only want to look at the pictures and have you name familiar objects. This is fine as a start with books.

SUPPLEMENTAL ACTIVITIES: "Read" any magazine, storybook or newspaper you have at home to the child. Older children may enjoy sharing their school books with the young child. Encourage the child to point to objects or to name them if he can. Ask very, very simple questions like, "What did Mike want to be when he grew up?" or others on the main part of the story. For example: Did Mike have a dog? Do you have a dog? Did Mike like candy? Do you?

Supervise use of storybooks because they are easily torn by young children.

LESSON V

PHYSICAL DEVELOPMENT

I. Physical Development

A. Why it is Important to Understand Physical Development

1. The child's physical development has marked influence on the quality and quantity of his behavior.
   a. A child's physical development at a given age determines what he can do.
   b. A child's physical development influences his attitudes toward himself and others.

2. Realization of how others feel about his size and appearance has a marked influence on his concept of himself.
   a. Children may suffer from nicknames like Tubby, Shorty, Etc.
   b. This is particularly true in adolescence.

3. To understand the interaction between physical development and behavior, one must know what normal pattern is and what effects this has on behavior at each age.
   a. It is also helpful to understand the changes that take place in the same child at different ages.
   b. This helps us to understand the differences among children.

4. Knowing the causes of deviant physical development is important.
   a. Deviation has a direct effect on the child's behavior
   b. Also effects the attitude of others toward him.

B. Normal and Deviant Physical Development

1. Five major areas in which a relationship between normal behavior and development can be seen.
   a. Nervous system changes or an increase in intelligence
   b. Muscle growth brings changes in motor capacities and strength.
   c. Endocrine gland changes behavior patterns.
   d. Physique changes in the gross physical structure.
   e. Homeostasis or a balance of all the body functions

2. The interrelationships between deviant development and behavior is very obvious.
   a. Body size and shape influence the child's physical performance
   b. Marked deviations in size also affect the behavior and acceptance by his peers.
   c. Malfunctioning of an organ upsets homeostasis and results in behavior changes.
   d. Malnutrition can make a child apathetic, depressed and nervous
   e. Glandular problems can lead to severe development and behavior probl

C. Growth Cycles are Rhythmic

1. There are 4 distinct periods, two slow and two fast.
   a. Birth to two years - rapid
   b. Two to puberty - slow growth
   c. Puberty to 15 or 16 - rapid growth
   d. 16 to maturity - slow growth

D. Individual Differences
   1. Girls and boys develop at different rates,
   2. There are differences based on culture and race.
   3. Each child has a consistency or he progresses at the rate at which he started and will follow a pattern that is uniquely his.

E. Early Development is More Important That Later Development
   1. Good physical and mental potentials can be seriously damaged by unfavorable environmental conditions during prenatal and early postnatal life.
   2. Early patterns of behavior are consistent.
   3. The newborn infant is very pliable.
   4. Sometimes it is necessary to make changes in what has been learned

II. DEVELOPMENT PROCEEDS BY STAGES

A. Prenatal Period
   1. From conception to birth.
   2. Most of development here is physiological and consists of growth of all structures.

B. Infancy
   1. From birth to ten to fourteen days
   2. Resting stage in human development
   3. Adjustment to a new world outside the mother's body

C. Babyhood
   1. Age of two weeks to approximately to two years.
   2. Development from being babied to some independence.
   3. Begins to become self-reliant

D. Childhood
   1. Age goes from two to adolescence
   2. Goes from learning to control his body to controlling his environment.
   3. A group age when children play together.
   4. Period sometimes divided into early and late childhood with dividing age at six.

E. Adolescence
   1. Begins when child becomes sexually mature so age varies- girls about thirteen and boys about fourteen.
   2. Also divided into early and late period, around the seventeeth year.
   3. The major task is preparation for adulthood.
   4. Emphasis is on learning the specific skills needed to be an adult.

LESSON V

PHYSICAL DEVELOPMENT

Physical development is the very easiest for parents to understand because it is the most visible. The physical development of a child is one of the earliest joys of a newborn. Not understanding or being able to quantitate other growth, a parent likes to talk about weight gain, muscle control, and new physical achievement. Parents also realize the importance of good physical development for their child and are frequently alarmed by some of the variations in growth children show. Knowing about physical growth is important.

The child's physical development has a decided influence on the quality and quantity of his behavior. A child's physical development at a given age determines what he can do. If he is well developed he has better ability to compete in games and sports with his peers. A child's health directly affects how he reacts to people and his surroundings. Indirectly a child's development influences his attitude toward himself and others. A child realizes how others feel about his size or appearance and this influences how he feels about himself. Children often suffer from extremes which lead to nicknames like Shorty.

A parent needs to know about the interaction between physical development and behavior. They should know what the normal pattern of physical development is and what effects this has on the behavior characteristically found at different ages in childhood. This will help them to understand the differences among children as well as the changes that take place in the same child at different ages and under different environments. It is also imperative that the parent understand the causes of deviant physical development. These deviations have a direct

effect on the child's behavior, on his attitude toward himself, and the attitude of others toward him. A thoughtful approach to deviations from the norm can help the child to develop good attitudes and to fulfill his potential.

Normal physical development and the child's behavior are related in the following fine areas. When the nervous system develops, an increase in intelligence brings about new patterns of behavior. The emotional behavior of a child is directly related to his ability to perceive meanings in situations. That is the behavior is dependent on the understanding which is dependent on intellectual growth. Muscle growth brings about changes in motor capacities and strength and in the number and type of activities enjoyed. For example, an above average matured child is able to compete successfully in more sports and games. Changes in the func - tioning of the endocrine glands result in new patterns of behavior. This is particularly obvious in the changes in behavior which go along with adolescence. The glandular changes are responsible for many of the new adult-like attitudes and manners of the adolescent. Changes in physique or the gross physical structure affect behavior. Children react differently to the same object or task depending on their physique. For example, size determines whether to go over, under, or in--between a fence. The fifth area of relationship can be seen in the total physical condition of the child. Behavior is dependent on a good balance or homeostasis. There needs to be a balanced functioning of all parts. This is metabolism or the nervous system and the endocrine system achieving a balanced and steady internal state. Without this balance

a child's behavior could indeed be deviant.

Abnormal or deviant behavior has a marked influence on behavior. There are five major variations which can upset the behavior of a child. Body size and shape influence the child's physical performance. A very obvious variation in size can affect a child's social behavior and his acceptance by his peers. A failure to conform to peer standards is very difficult for a child to adjust to. The malfunctioning of an organ causes an upset in homaostasis and results in behavior variations. For example, an asthmatic child cannot breathe properly and is often lower in physical achievements in athletics. Emotional outbursts, hysteria, or depression can often be traced to improper blood sugar levels. These imbalances may be temporary or permanent and the behavior variations are also. Malnutrition can seriously affect a child. It causes apathy, depression, irritability, nervousness, and irresponsibility. The damage is dependent on the length and severity of the malnutrition. One type of malnutrition, nutritional anemia, is due to emotional and social problems causing an improper diet. It results in nervous tension which of course aggravates the problem. Extremely bad deviations in behavior and development can be caused by the imbalance of the glands. Retardation and physical handicaps are the extremes which result from glandular imbalance, but emotional deviation from lesser imbalances is very common.

Growth comes in rhythmic cycles. The child goes through four stages of growth. Two of these are characterized by slow growth and two by rapid growth. From birth to two years there is rapid growth. This is followed

by a period of slow growth up to the time of puberty or sexual maturing which may begin anywhere from eight to eleven years old. From then until the age of fifteen or sixteen there is rapid growth. This is followed by a fairly abrupt tapering off of growth to the time of maturity.

There are numerous variations in these cycles. They are caused by a variety of factors. Girls and boys develop at different rates and in different ways. Final growth patterns are largely based on sex differences. There is also the influence of family and ethnic background on the height, bone development, age of sexual maturing, and teething. There is also the law of consistency which says that children are fairly consistent in their pattern of growth, showing a constant tendency toward earliness or lateness in reaching critical points. Body size and body type influence the rate of growth and are responsible for some of the variations that occur. For example, the small child grows over a longer period of time than a large child who has a greater period of initial growth.

The different parts of the body have their own periods of rapid and slow growth. Each reaches its mature size at its own time. All growth is concurrent and some growth is taking place in all parts of the body at all times during the growth years.

There are five stages of physical development. Each one is characterized by a distinct trait or principle factor. The first is the prenatal period, the period from conception to birth. This is characterized by physiological growth and growth of all structures. It is a time of very rapid development. The second stage is infancy, the period from birth to

ten or fourteen days. This is characterized by a resting in development as the baby adjusts to the new independent existence outside the mother's body. Babyhood is the third stage. It is approximately from two weeks to two years. During this period the child grows from being babied to some independence and begins to become self--reliant. Childhood is the fourth stage, and it is from two years to adolescence. The childhood period is characterized by the child learning to control his environ--ment, a period of group play, and a beginning of formal learning. The fifth and last stage of physical development is the period of adolescence. This begins when the child becomes sexually mature and the age varies. The major task here is preparation for adulthood and an emphasis on the specific skills needed to be an adult. Every child goes through these five stages according to his own individuality and the environment he is in.

LESSON V

SENSORY - MOTOR

TITLE: Stacking Boxes and nesting boxes.

PURPOSE: To see size difference, to improve coordination, to show difference between stacking and nesting.

MATERIALS: Three different size boxes, jars, or plastic containers which fit into each other. They should be easily nested or stackable, that is, large differencesin size.

POSITION: Participant and child seated next to table or floor.

Participant shows the child the three boxes. She demonstrates to the child that they will fit into each other or "nest." She talks to the child about the different sizes, showing that the large box will not nest in the small box nor will the middle-sized one. She does the nesting correctly, takes it apart slowly and asks the child to try to nest. Talk to the child as he works, saying, "The box won't go into that one because it is too big. Can you find a smaller one?" or "Try a different box if that one doesn't fit." Reward the child for correctly nesting the boxes. Ask him to hand you the biggest box, then the middle-sized box and the smallest box.

LESSON V

SENSORY - MOTOR

TITLE: Making a pattern

PURPOSE: To increase visual motor skills. To understand patterns and how to copy them.

MATERIALS: Poker chips of all colors (three each), pattern cards--three from student teacher--others made by participant.

POSITION: Child seated with participant next to a flat surface such as a table or the floor or a bed.

ACTIVITY: Participant shows child the poker chips. She explains that there are three different colors: red, blue and white. She shows pattern card Number 1 and says it is a picture of three of the chips. She says, "Look, I can make my chips look like the picture." She duplicates the pattern card right under it. "See, my red one is right where the red one is in the picture and so are my blue chips." She picks up her three chips, gives them to the child, and asks him to make a picture like the picture card. Encourage him to make it right below the pattern card. Encourage him to make it right below the pattern also. Reward him for duplicating the picture. If he can't do it, you do it again. It may be helpful for him to place his chips on the pattern card for the first time. Do the second and third cards in the same way. Be sure to give the child only the correct number and color of chips.

SUPPLEMENTAL: You can make your own cards by drawing around the chips and then coloring them.

LESSON V

SENSORY - MOTOR

TITLE: Coloring red lines and circles

PURPOSE: To develop eye-hand coordination, to introduce the color red, to begin foundations for writing.

MATERIAL: One red crayon, several blank sheets of paper, one large sheet of newspaper or other paper.

POSITION: Participant and child seated at a flat surface such as the floor shown. A large protective sheet of paper is under the small pieces.

ACTIVITY: Participant shows the red crayon to the child and says, "This is a crayon. It is red. Your -----(dress, coat, socks, hat, etc.) is also red. We are going to write with the red crayon. Watch me draw a line." Participant draws a short horizontal line on the paper. She gives the crayon to the child, shows him how to hold it (the way she did), and asks him to draw a line too. She comments on his red line and urges him to try another. (If this is the child's first experience with a crayon, don't expect much. He is likely to run off the page, break the crayon from pressing too hard, make a very wobbly line and other mistakes.) Encourage his efforts. Show him again how you draw a short line slowly and how to hold the crayon. Give him many opportunities to make lines.

A child who is more experienced will want to go on to circles. Show him a circle and ask him to make one. Give him lots of practice and comment on his near successes. Do not be alarmed if child is only interested in scribbling. Try him later. Comment on the color red throughout the lesson.

LESSON V

CONCEPTUAL-LANGUAGE

TITLE: Naming facial features

PURPOSE: To increase self-awareness
To learn new words

POSITION: Participant and child seated, if mirror is a portable one, or standing in front of a mounted one (medicine cabinet or dressing mirror).

ACTIVITY: Participant shows the child his reflection in the mirror. He says, "Me baby, Tommy or whatever he calls himself." Tell child to look at himself for a few moments. She points to his nose and says, "This is Tommy's nose. Can you touch Tommy's nose?" If necessary, guide child's hand until he touches his nose. Say, "Where is my nose? Can you touch my nose?" After he can touch or locate the nose, introduce the mouth in the same way. Participant points to his mouth and says, "This is Tommy's mouth. Can you touch Tommy's mouth?" Help him to find his mouth on his face and in the mirror. Go back to the nose to see if he remembers that. If so, go on to teaching eye in the same way. If interest holds up, you may introduce these features: nose, mouth, eye, hair, ear, fingers, feet.

SUPPLEMENTARY ACTIVITY: The child may be playing with a doll at the same time. The participant can ask the child to touch the doll's features as she names them. The doll also can be used for teaching other parts of the body. Most children are very interested in this game. You can also teach: head, hand, knee, arm, leg, stomach, elbow and neck.

LESSON VI

PHYSICAL DEVELOPMENT II

I. GROWTH NORMS AND SEQUENCE FOR CHILDREN

A. Growth Periods or Cycles
   1. Rhythmic, not regular
   2. Form distinct cycles
      a. rapid - birth to 2 years
      b. slow - 2 years to between 8 and 11
      c. rapid - 8 to 11 until 15 to 16
      d. slow - 15 to 16 until 20 to 21

B. Height
   1. At maturity 3 1/2 times birth size
   2. At birth 19 to 20 inches
   3. 1 yr. 28-30 inches
   4. 2 yr. from 34 inches
   5. 3 yr. from 38 inches
   6. 4 yr. from 40.3 inches
   7. 5 yr. from 43 inches (2 times birth height)

C. Weight
   1. At maturity = 20 times birth weight
   2. At birth = 6 to 8 lbs.
   3. 1 yr. = 20 lbs.
   4. 2 yrs. = 27 lbs.
   5. 3 yrs. = 32 lbs.

D. Bones
   1. Follow same general trend as growth in size
   2. In early postnatal life bone tissue is soft and spongy
   3. Space between the ends of the bones where they are not knit together firmly.
   4. Ligaments at the joints are longer and less firmly attached than in an adult.
   5. Ossification or hardening of the bones.
      a. It is entirely a postnatal process
      b. Begins due to the introduction of calcium, phosphorus and other mineral salts into the bone structure from food.
      c. Process begins at ossification center on the bone and spreads outward.
      d. Proceeds at different rates for different body parts, i.e. fontanels close between 18 months and 2 years.

E. Muscles
   1. Small muscles (fingers) develop after large.
   2. Muscles become stronger, firmer, and heavier in proportion to other body parts.
   3. As muscles grow stronger, child has a stronger drive for muscular activity.
      a. He is restless when inactive.
      b. May overtax his strength.
   4. Girls are superior in flexibility and use of muscles. Boys are superior in strength.
      a. Children vary in endurance.

b. Broad, thick muscles have superior strength, smaller muscles are more agile.

F. Fat
1. Depends on heredity and eating habits.
2. From birth to 9 months, a rapid increase in the percentage of adipose tissue.
3. Higher socio-economic children tend to be heavier.
4. Boys have more muscle in relation to total weight than girls.
5. A fat baby or child usually will be a fat adult.

G. Teeth
1. Two sets, temporary and permanent
   a. Twenty temporary teeth
   b. Thirty-two permanent teeth
   c. Temporary teeth are smaller, less durable, and of poorer quality.
2. Teeth are a continuous process from third month until about 21-25 years.
   a. First tooth comes between 6-8 months.
   b. Lower teeth come first which is important for alignment
   c. Temporary teeth eruption is uncomfortable.
3. Permanent teeth begin to calcify after the eruption of temporary teeth.
   a. At 6 years most children have one or two permanent
   b. By 8 years most have ten or eleven teeth.
   c. Permanent teeth get about one or two cavities a year.
4. Speech problems can result from teething problems.
   a. Lisping is common with the loss of temporary teeth.
   b. Spaces in between teeth cause speech difficulty.

LESSON VI
PHYSICAL DEVELOPMENT II

There have been many studies made of a child's physical growth. From these studies, particularly those done by Gesell, we can see a sequence of growth for all children and norms of development which include most children. A child goes through four growth cycles or periods. These are rhythmic, not regular, cycles in which growth is either rapid or slow. From birth to two years it is a time of rapid growth. A slow period takes place from two years to between eight or eleven or the beginning of puberty. The adolescence is a time of rapid growth. Its age varies from eight to eleven to fifteen or sixteen. After this a slow period of growth until complete physical maturation at twenty or twenty-one takes place. These are the growth cycles which each child will follow in his growth to maturity.

One of the most noticed aspects of physical growth is height. While there are very noticeable variations in the height of children of the same age, there is a pattern of growth which is similiar for all children. At birth the child usually averages nineteen to twenty inches. At maturity a child will be basically three and a half times his birth size. During the first two years there is tremendous growth in height which usually makes a two year old 32 to 34 inches tall. The increase then slows, but continues enough so that at five years the child is approximately two times his birth height. From then until puberty there is a slow gain of approximately three inches per year. During adolescence there is a sharp increase in height amounting to an average of eight inches for a girl and twelve inches for a boy. The boys begin

their growth later but continue longer and attain a higher height in the end. A child's adult height is hard to predict, but there is a very direct relationship with the height of his parents and his early development.

Another very obvious aspect of physical growth is weight. The birth weight of babies averages seven and one half pounds, but there are many babies weighing between four and twelve pounds. The pattern of weight increase for all of these infants is very similiar. After one month most babies have regained any weight loss after birth and have begun to show an increase. At the end of four months most babies have doubled their weight. By one year most babies triple their weight. During the second and third year the baby gains about three to five pounds annually. From three years until puberty gains in weight are slower. At five years most children weigh about five times his birth weight. At puberty the child usually weighs between eighty and ninety pounds. The girls outweigh the boys at the beginning of adolescence, but as in height, the boys pass the girls during this period of rapid development. Weight norms also take into view the body type- a smaller frame or build would mean less weight than a large heavy frame. The parent should remember that weight gain is not just fat tissue, but also an increase in bone and muscle tissue. The different tissues change in their proportionate part of total weight.

Bone development begins before birth and continues until maturation at approximately twenty-one years. Immediately following birth the bone

tissue is soft and spongy. There is cartilage and membrane in some places where there will later be bone. The child's bones have more water and proteinlike substances and less minerals than an adult. The outer covering of the bone is thick and this prevents complicated fractures. The child's bones are not firmly built together. Instead, there is much space between the ends of the bones. Bones grow in length at the ends; they grow in width by adding new bone tissue at their outer edges.

One of the most important parts of bone development is ossification or the hardening of the bones. This begins in the early part of the first year and ends during puberty. Ossification takes place gradually and is due to the introduction of calcium and other minerals. Ossification proceeds at different rates for different parts of the body. The fontanels, for example, are closed in over fifty per cent of all babies by the age of eighteen months and almost all by two years. On the other hand the leg bones do not ossify until puberty. Due to the gradual process of hardening of the bones, damage to the bones in childhood can be serious. A baby's head can be flattened if he always sleeps on his back. Shoes that are too short can deform the toe bones. A dietary deficiency or a thyroid hormone deficiency will delay or retard ossification. This can create bowed legs and other deformities if the bones are not hard enough to withstand the pressure from the weight of the body.

In physical development bone development is accompanied by increases in muscle and fat or adipose tissue. During the childhood stages of growth, adipose tissue develops more rapidly than muscle. After the

onset of puberty there is a big increase in muscle tissue. The proportion of each type of tissue will depend largely on the individual's body type.

Muscle development begins with the largest muscles and spreads to the smallest. The baby uses his arms before his hands or fingers. Muscles are best known for their responsibility for strength and coordination of activity, but they are also responsible for regulating the vital organs of the body. Muscles are all present at birth, but underdeveloped. They change in size, shape, and composition. Muscles increase in size by growth in length, breadth, and thickness of the fiber. As the muscles grow stronger and heavier, the child has a stronger desire for muscular activity. He becomes restless when he is inactive. During development he may overtax his strength and become exhausted. Each child has as individual rate of muscle growth. The muscle tone of a child can also vary from time to time. An illness or long inactivity will lower one's muscle tone temporarily. Muscle types also vary according to body type and heredity. Girls are superior in flexibility and the use of muscles while boys are superior in strength. This is true even before puberty, but more so after puberty.

LESSON VI

SENSORY

TITLE: Can you make the same sound?

PURPOSE: To stimulate auditory development, to build the child's memory

MATERIALS: None

POSITION: Participant and child in a quiet room seated next to each other

ACTIVITY: Participant says, "Listen to me clap." She claps once. "Can you do the same?" She rewards one clap, and tells child if he claps more than once, to listen again more carefully. She again claps once and asks him to do the same. Work on this until the child understands that you want him to clap as many times as you do. Then alternate clapping once or twice and ask him to repeat it.

An alternate way is for the child to clap and the participant to repeat his clap. Encourage him to clap only a few times so you can do it after him.

LESSON VI

MOTOR

TITLE: Walking on a line

PURPOSE: To improve balance and coordination; to develop muscles.

MATERIALS: A long piece of string or ribbon. Tape on blocks.

POSITION: Participant tapes the string in a straight line to the floor or she holds it down with blocks.

ACTIVITY: Participant, barefooted or in low-heel shoes, shows the child how to walk on the string. Each foot must be placed on the string for each step. She encourages the child to walk behind her going slowly and deliberately. At first the child may have his feet this way.

Encourage his to master this and then to walk straight on the line like this.

Show him how to carefully put one foot in front of the other. You may need to hold his hand to balance him or show him how to balance himself with his arms.

SUPPLEMENTAL ACTIVITY: Some children can hop and like to try this game hopping. This is harder so expect more mistakes, but tell them to hop slowly for better control.

LESSON VI

SENSORY - MOTOR

TITLE: A face puzzle

PURPOSE: To improve manual dexterity, to introduce puzzles to the child

MATERIALS: Puzzle of four pieces - a face mounted on cardboard and cut into four pieces

POSITION: Participant and child are seated next to a flat surface like the floor or a table.

ACTIVITY: Participant shows the picture to the child. She points to the facial features and names them. Then she slowly removes one part from the puzzle, gives it to the child and says, "Can you put this piece in the right place?" As the child tries, it would be helpful for the participant to steady the other pieces while the child is pushing with his piece. If the child cannot do it, participant shows him how to hold it and gently put it into place. She may need to say, "Turn the piece once. Move the pieces around. Try it another way." Puzzles are hard, so participant should be very patient as the child tries to put his together. A near hit should be complimented and praised. If the child is interested, take away another piece and let him put it back. Continue if he gets the idea and enjoys working the puzzle. Give the child a lot of time to practice this new skill.

LESSON VI

CONCEPTUAL - LANGUAGE

TITLE: Naming household objects

PURPOSE: To teach new words to the child, to teach him about his environment, to give names to familiar objects.

MATERIAL: Kitchen

ACTIVITY-POSITION: Participant and child alone in the kitchen. Participant selects three objects in the kitchen, for example, stove, refrigerator, sink, talks about it, and shows it to the child. (Pick him up so he can see the top of the object. It is hard to see a sink from the floor). Talk about it in his terms. For example, "This is the refrigerator - see, we keep food in it. There is your milk. Feel how cold it is." Then go around touching each and naming it. Then ask, "Where is the stove?" He points to it. A verbal child can be asked, "What is this?" Reward positive answers. Continue until the child identifies all three of the objects. If these words are readily known, try three other items such as broom, mop, soap, fork, spoon, cup, or bottle.

SUPPLEMENTAL ACTIVITY: This game of identifying household objects can be played anytime or in any room. The increase in the child's vocabulary will correspond to the time you have to spend on it. Even if the child does not say the words, he is learning to understand the words. Don't be discouraged. He will say them soon.

LESSON VII

EMOTIONAL DEVELOPMENT

I. Understanding Children's Behavior
   A. Difficulties in understanding children
      1. Children are not miniature adults
      2. Their needs are different
      3. They are not mature
      4. They lack experiences to make adjustments
      5. They cannot foresee consequences
      6. They do not understand cause and effect

   B. Five general reasons for children's behavior
      1. Activities are directed toward satisfying needs
         a. Biological needs first
         b. social needs develop next
         c. better means of satisfying needs develop with age
         d. emotional needs play an increasing role
         e. experiencing need satisfaction helps child meet failures

      2. Maturation patterns affect behavior.
         a. Physically limited by maturity
         b. emotional maturity limits responses
         c. maturation timetable of each is unique

      3. Problems of adjustment arise when the child cannot satisfy his needs.
         a. urge to satisfy needs can lead to problem behavior
         b. child tries socially acceptable behavior until it fails him
         c. Child's environment should be structured for successes in meeting basic needs

      4. Children attempt to meet their problems intelligently
         a. Behavior which gets results seems intelligent to the child
         b. Poor behavior which is successful will be re-used
         c. Parents should guide child in deciding what is intelligent behavior
         d. Socially approved behavior should be encouraged and rewarded
         e. Maturity is finding more and more intelligent behavior

      5. Children's behavior is caused
         a. Causes can be heredity, his maturation pattern, the situation, his own inner satisfaction or frustration level, or his learning level
         b. Behavior is obviously caused usually
         c. Misbehavior can be symptomatic
         d. Environment often to blame for misbehavior

C. Why understand behavior
   1. Parents need to structure environment
   2. Misbehavior's causes can be eliminated or modified
   3. Behavior influences learning situations
   4. Parents are responsible for their child's behavior.

LESSON VII

Emotional Development

An understanding of the behavior of your child can make it possible for you to organize profitable learning activities and to handle him with confidence and competence. Many adults have trouble understanding children's behavior; they think of children as miniature adults, assuming a child's reactions and patterns of behavior to be quite similiar to their own. They interpret the child's activity in terms of adult standards and adult expectations of conduct. Children are not miniature adults. Their needs are different from those of adults because they are not mature physically, mentally, socially, or emotionally; they lack enough experience to make adjustments in a mature way; they are unable to foresee consequences of their actions; and they do not fully comprehend the relationships of cause and effect. The question then is why children behave as they do. There are five general reasons for their behavior.

Children's activities are directed toward satisfying needs. The child's activity is not haphazard. A child has biological needs that must be satisfied An infant's main concerns are with food, liquid, oxygen, warmth, rest, and activity. When a need is not met tensions are built up, and the infant seeks to eliminate the tension. If he is successful, equilibrium is restored. Biological needs continue, but in early childhood social needs also develop. The child feels a need for affection and acceptance, first by adults, later by his peers. He can satisfy his social needs only through association with others. Social needs change with age but are always present. With increasing

maturity the child seeks and often finds better ways of satisfying his needs. A parent can help by providing an environment in which a child can satisfy his need for acceptance, affection, recognition for achievement, and status in the family group. A child must also have experiences in group responsibilities and privilege as he grows from dependence to independence, and from irresponsibility to responsibility.

Another need of children is to learn to face reality and to accept themselves as they are. They need to accept, understand and express their inner feelings. As they develop, they must also learn to control those feelings that are undesirable and to redirect their emotional outlets in ways that are socially acceptable. Children need a lot of success before they can learn to fail and to be disappointed. If a child has successes and satisfaction, he can build up the inner strength to meet disappointments.

Children's maturation patterns affect their behavior from infancy through adolescence the maturation role affects significantly what children can do, how they react in particular situations, and how they feel about themselves and others. What a child does, says, thinks, writes, expresses; how he feels about his physical size and appearance; how he reacts to his family and his age -mates; how he feels about his achievements; how he meets new situations; what defense mechanisms he resorts to in frustrating situations; how he responds to satisfactions and frustrations, all these are dependent on his maturation rate. He carries with him his own timetable for growth, largely influenced by his heredity. Although he can be motivated, he cannot be pushed.

Problems of adjustment arise when the child cannot satisfy his needs.

Energy need, biological, social, or personal, constitutes the motivation for the activity that follows. If that activity leads directly to satisfaction of the need, obviously no adjustment problem arises. When a child cannot find socially acceptable ways of solving a problem of adjustment, he will resort to some other activity to satisfy the need or he will withdraw. Many problem behaviors such as telling lies, stealing, cheating, fighting, and withdrawing are symptomatic of unsatisfical needs and should be dealt with as such. A parent needs to find the conditions that block need satisfaction. Such conditions may exist in the child himself or stem from his relationship to peers or adults. Some result from the child's inability to achieve success in his efforts; others stem from conditions in his social environment. At times, conditions at home make it impossible for him to satisfy his basic needs. For example, a rainy day can be frustrating to an active child in need of physical activity. A parent should try to make conditions favorable for need satisfaction and help the child to understand when conditions can't be changed.

Children attempt to meet their problems intelligently. The success they have depends on the adults around them.

If he receives approval for solving problems intelligently, he tries to meet his problems intelligently. Behavior which gets results seems intelligent to children. Therefore, they will use that behavior to get the results they want. A child who gets his way from temper tantrums will persist until he gains no satisfaction from this behavior. Sometimes children get the wrong idea of what is intelligent behavior. Parents should

help the child find more satisfying and socially approved ways of meeting needs. The road to maturity is the one in which the child adapts more intelligent behavior as he finds it a more suitable way of satisfying his needs.

Children's behavior is caused. Everything a child does, he does for a reason. All of his activity has a cause. It stems from 1. Heredity, 2. His own maturation pattern, 3. The situation to which he must respond, 4. His own inner satisfaction or frustration in meeting his needs, and 5. From the learning he has acheived up to that time. Much so-called misbehavior is symptomatic. The child is signaling that for some reason or other he cannot satisfy a need in a socially approved way. A parent needs to question himself when misbehavior occurs repeatedly.

The following are the principles which can help one to interpret a child's puzzling behavior.

1. Children's activity is directed toward satisfying their needs.
2. Children's maturation patterns affect their behavior.
3. Problems of adjustment arise when the child cannot satisfy his needs.
4. Children attempt to meet their problems intelligently with result-getting behavior.
5. Children's behavior is caused.

LESSON VII

SENSORY

Title: What smell is that?

Purpose: To develop the sense of smelling. To help the child learn he can identify something other than with eyes.

Materials: Two spoons, two of these foods. (Use only the ones child likes.)

Peanut butter	Maple Syrup
Jelly	Juice
Ketchup	Chocolate Syrup
Spaghetti Sauce	Tea
Lemon	Apple Sauce
Coffee	Peppermint candy

Position: Child seated next to participant

Activity: Show and name for the child the two foods while placing a portion of each on spoons. Let him smell each food, naming it for him as he smells. Encourage him to say the name if possible. Have the child close his eyes. Warn him not to peek. Put the spoon close to his nostrils and ask him to smell. Ask him to identify it. Say, "Is it _____ or _____?" Do the same with the other spoon. A non-verbal child can point to the container.

Supplementary Activities: Use other food; only two at a time.

LESSON VII

MOTOR

Title: Pour Water

Purpose: Increase child's large and small muscles. Develop hand-eye coordination.

Materials: Two unbreakable cups (preferably with handles) to hold water and catch spills.

Position: Child in bath or seated near sink or basin

Activity: Participant fills one cup from large container and says to child "I'm going to pour all this water into the other cup." Participant pours carefully to avoid spills. Participant empties cup back into container and hands it to child. She suggests he again fill the cup from the large container and pour the water in the second cup which she will hold. Praise him for whatever amount he may be able to pour into second cup. Encourage child to repeat until he can fill second cup. If the child's interest is still active, participant can empty cup she holds and suggest child refill it.

Supplemental Activity: Child holds both cups, using one as a ladle and other as container.

LESSON VII

CONCEPTUAL-LANGUAGE

Title: Picture Identification

Purpose: Increase vocabulary or recognition

Materials: Pictures:

Shoes	Spoon
Telephone	Bed
Knife	Chair

Position: Child seated next to participant.

Activity: Review pictures from previous lessons. After reviewing these, go on to the new words. Name each picture asking child to point to or say word if he can. Next show two pictures to child. Say, "Which is the chair?" Child should point to chair and, if possible, say it. Repeat until child can point to or say name of proper picture when two are shown. If he can talk, have him say the names after you. Reward him with praise or cereal. If the child can point to the proper picture instead of naming it, reward him for this.

LESSON VII

CONCEPTUAL-LANGUAGE

Title: Placing a toy.

Purpose: To learn meaning of common preposition. To increase small muscle control.

Materials: Small toy well-liked by child and small (shoe) box with cover.

Position: Participant seated next to child on floor or at table.

Activity: Participant holds toy and tells the child "I am going to put the toy on the box" emphasizing the word "ON." Participant places toy on box and says to child "The toy is on the box." Participant removes toy, hands it to child and says, "You put the toy on the box." Reward him for putting the toy on the box. If he cannot do it, repeat your demonstration. If necessary, help his place the toy on the box. In the same way, show him how to place the toy in the box, under the box, and over (holding it so that it does not touch the cover) the box. If the child is capable of speech, he may enjoy directing the participant in placing the toy.

LESSON VIII

EMOTIONAL DEVELOPMENT

I. HOW EMOTIONS DEVELOP

A. Pre-natal emotional problems
   1. Fetus reacts
   2. Pre-mature babies have emotions

B. Emotional development of the newborn
   1. His equipment is immature
   2. Types of emotional responses
   3. General ex tement as basic emotion
   4. Whole body responses
   5. Internal and external stimuli
   6. Infant gradually differentiates responses
   7. Emotions in infancy are unstable and "all or none" variety
   8. Child begins to use more language and less motor as he ages

C. Maturation aids emotional development
   1. Emotions are dependent on brain growth and development
   2. Maturation combines with learning
   3. Maturation begins changes in how child sees situations
   4. Endocrine gland development helps emotional patterns become more differential
   5. Physical changes in the frontal lobes of the brain and the adrenal gland are necessary for mature emotional responses

D. Learning emotional responses is the second part of emotional development
   1. Learning determines the manner in which emotions will be expressed
   2. Child learns socially acceptable, satisfying and effective responses
   3. Conditioning is learning by association
      a) emotional fears acquired by conditioning
      b) easiest in the early years
      c) conditioned emotions spread, often without basis
      d) preferences and prejudices are part of the conditioning
   4. Imitation is learning emotional reactions by observing them in others.
      a) adults set patterns for children
      b) child particularly sensitive to parent's emotional attitude
      c) fears and likes of child often resemble parent's

II. IMPORTANCE OF LEARNING ABOUT EMOTIONAL DEVELOPMENT

A. Temperament development
   1. Parents can guide it course
   2. Child needs positive or pleasant emotional stimuli for a good temperament
   3. Environmental changes can change an undesireable temperament

B. Emotional balance
   1. Child needs good and bad emotional experiences
   2. Child needs to build a frustration level
   3. Parent must keep balance predominant to pleasant emotional experiences.

LESSON VIII

EMOTIONAL DEVELOPMENT II

In order to guide the emotional development of the child, a parent needs to know how the emotions develop. This knowledge will let them be a more intelligent observer as well as a better teacher or molder for their child. Although the most apparent development prenatally is physical, there is also evidence of emotional growth. Mothers often notice that fetuses react to strong stimulation by mass activity. Loud noises, abrupt movement, and maternal agitation will all trigger emotional responses in the fetus.

The newborn baby's equipment for emotional reaction is immature. It will certainly undergo a lot of modification as he learns new ways to respond and new things to respond to. Nevertheless, he is quite capable from the time of birth of reacting to his environment with responses which meet all the criteria of being truly emotional behavior. It used to be thought that the emotional responses of the newborn included three kinds: fear, anger, and love. These were suppowed to be caused by sudden loud noises, falling, by restriction of bodily movement, and by fondling or stroking. Now research has indicated that the emotional life of newborn is of a much more general kind. Instead of specific emotions such as anger, fear, and love, the baby responds with a somewhat vague, diffuse emotional reaction which could be deemed <u>general excitement</u>. This is a mass response which involves the whole body. It includes physiological changes as well as increased body activity and crying. Emotion is aroused by internal stimulation such as hunger, as well as by external conditions such as temperature changes and physical stimulation of various types. This general response is helpful to the infant who uses it to inform the world of his needs. At first however a mother cannot tell on the basis of the kind

of sound he makes whether he is crying from hunger, or colic or a wet diaper. Later he responds somewhat differently to each of these and many other situations, and the mother will be able to detect differences in the kinds of emotional responses he makes and will learn to react.

The exact age at which any specific emotional response becomes differentiated from more general emotional behavior is less important than understanding the development in infants. Emotional behavior is unstable throughout infancy, that is the infant can move suddenly from one emotional state to another with little evidence of carry-over from one moment to the next. Their emotional behavior also tends to be of the "all or none" variety. There is less of a graduation from mild to extreme emotion. Instead the infant tends to respond to any emotion-arousing condition with his whole being. Gradually a baby develops emotional responses which are less diffuse, random, and undifferentiated. At first a baby shows displeasure merely be screaming and crying. Later his reactions include resisting, throwing things, stiffening his body, running, and verbalizing his displeasure. With increasing age, there is an increase in language responses and a decrease in motor responses.

Although emotions are present at birth and before, emotional development is due to both maturation and learning. These two forces are very closely interwoven in emotional development. The ability to respond emotionally is dependent on neural or brain and endocrine or glandular development. When certain parts of the brain which do not develop fully until adulthood are removed, emotional behavior is lacking in depth, it is inhibited, and transition from one emotional state to another occurs rapidly. This explains the typical emotional behavior of children and shows that mature emotional reactions must wait upon the physical development of the brain. Therefore a child cannot be expected to have the mature emotional responses of an adult.

As the child matures, he gains an ability to perceive meanings not previously perceived, an ability to attend for a longer time to one stimulus, and to concentrate emotional tension on one object. With the growth of imagination and understanding, things affect the child differently. As the memory develops, the child also changes in his responses to the same situations.

Development of the endocrine glands is also essential to the development of a mature level of emotional behavior. A baby is relatively lacking in the endocrine products that sustain some of the physiological responses t. stress. Adrenal glands decrease in size after both so less adrenalin is produced and secreted. This important gland's growth increases the emotional reaction ability of the person.

Learning is an important as maturation in emotional development. The new n is incapable of expressing his anger except by crying. Maturation of the nervous system and muscles provides the potential for differentiated reactions, while learning determines the manner in which anger will be expressed. The form of expression which the child uses is dependent on what he has learned is socially acceptable to his group, on what he has learned will bring him the greatest satisfaction, and what he has learned is the quickest and most expedient way of getting what he wants. There are two ways of learning emotional patterns: conditioning and imitation.

Conditioning or learning by association occurs when objects, people, or situations which at first failed to call forth emotional responses later come to do so. Children acquire many irrational fears in this way, and because they are often acquired without conscious realization, the child does not realize how irrational they are. Some things or people are more fear provoking than others and the child can be conditioned to fear them more easily. Conditioning occurs easily and quickly during the

early years because the child lacks both the reasoning ability and the experience to assess a situation critically. Also the overdeveloped imaginations of children help them to imagine a situation to be more dangerous than it really is. Conditioned emotions do not remain static, they spread to people, objects, and situations similar to those with which they have become associated. Conditioning is not limited to fear, nor is its spread found only in fear. Many children are conditioned to like people who are kind to them even though they are unrelated. Whether a child will have affection or hatred for a person will be determined largely by how that person treats him.

Preferences or likes and dislikes are generalized emotional responses t. have spread from specific people, objects, or situations by conditioning. One bad experience with milk can cause a child to dislike all milk. When dislikes become highly charged with emotion and resistant to change, they are known as prejudices.

The second way of learning emotional patterns is through imitation. Children learn emotional reactions to specific situations by observing them in others. The child imitates the emotional behavior he observes in others and responds in an emotional manner to situations that at one time were incapable of eliciting emotional responses from him. The child can sense the emotional attitude of his mother and adapts this for his own. Emotions are contagious in that they spread from person to person. A parent with irrational fears and behaviors passes these to his child.

The kind of emotion that the child learns to experience determines what his temperament will be. The predominance of emotional reactions of a characteristic type reflects his temperament. Temperament is persistent and colors the child's characteristic method of adjusting to life. The predomonant emotional stimuli of the early, formative years of childhood

and the way the child learns to respond to them will eventually determine his temperment. A predominance of the pleasant emotions of love, affection, joy, happiness and curiousity is essential to normal development. Every child needs to develop or learn emotional balance. To do this they need to experience both pleasant and unpleasant emotions with the pleasant showing a dominance over the unpleasant. This does not mean that the more pleasant emotions, the better the adjustment. A child needs to learn to build up a frustration tolerance as a result of a reasonable number of unhappy or frustrating experiences. Because emotional patterns are so greatly influenced by learning, the direction of their development can be controlled. Undesirable emotional patterns can be changed by altering the environment and thus helping the child to learn new patterns. Knowing the importance of learning by conditioning and imitation on the emotional make-up of their child should help the parent to guide good emotional development.

LESSON VIII

MOTOR

Title: Fast and slow

Purpose: To introduce child to concept of speed variations. To develop large muscles. To increase vocabulary.

Material: None

Position: Child and participant on area of floor space or grassy area outside.

Activity: Participant takes child by the hand and says, "We'll go slow" emphasizing the word "slow." She walks very slowly and encourages child to do the same. Next participant says, "We'll go fast" and walks very quickly with child, encouraging him to do the same. Repeat showing child slow and fast paces. Without accompanying child, ask him to walk slow, and then stop. Next ask him to walk fast. This lesson can be done with a variety of activities. Suggestions are:

waving arms	coloring with crayon
wiggling fingers	nodding head
rocking from foot to foot	kicking leg

LESSON VIII

SENSORY-MOTOR

Title: Facial Expression Lotto

Purpose: To increase child's ability to see small differences. To encourage growth of positive self-image.

Materials: A facial expression lotto game with four expressions: laughing, crying, frowning, smiling.

Position: Child seated next to participant at table or on floor.

Activity: Show the child the game board with the four faces. Point to each face and say what expression the face is showing. "The baby is laughing." (The participant should make each expression herself to reinforce the idea and ask the child to do so also, if he can.) "The baby is crying." "The baby is smiling." Show the child the matching faces. "These are the two laughing babies, the two crying babies, the two frowning babies, the two smiling babies." Ask the child to match the faces starting with the laughing and the crying and then the frowning and smiling. Say, "Here is the laughing baby. Where is the other laughing baby? Can you put the other laughing baby with this laughing baby?" If the child still has difficulty, point out such details as tears in the crying face, open mough in laughing face.

Supplementary Activity: If the child's interest is high, participant may suggest situations which make him laugh (e.g., being bounced on adult's knee), cry (e.g., having a toy snatched away), frown (e.g., dropping a cookie) and smile (e.g., seeing daddy come home).

Lesson VIII

CONCEPTUAL - LANGUAGE

Title: Recognizing Name when Written

Purpose: To introduce concept of written symbols
To increase child's self-awareness

Materials: Drawing paper, crayon, scissors, tape.

Position: Child seated next to participant at table

Activity: Participant says to child, "I'm going to write your name, Tommy." Slowly write name from left to right and say, "This word says Tommy." Participant asks child to point to word that says Tommy and if child is able to speak, to say his name. On same sheet, participant writes name by which child refers to her (if it has same initial letter, use Daddy or name of brother or sister) and say, "This word says _____." Participant asks child to point to word which says ____ and, if able to, say the word. Next participant asks child to point to word "Tommy" Repeat this activity, changing the positions of the two names. When the child consistently points to his name and repeat it when he uses the object to which it is taped.

LESSON VIII

CONCEPTUAL-LANGUAGE

Title: Observing Sequence

Purpose: To introduce child to concept of sequence of events. To teach child simple household routines.

Material: Activity "A" - sink, soap
Activity "B" - knife, peanut butter, bread

Position: Activity "A" - child beside participant at sink
Activity "B" - child and participant seated at table

Activity: "A" - While sink is still emply, say to child, "First we fill the sink with water." Repeat this while water pours in and encourage him to repeat with you. Let him watch the water fill the sink and, if he wishes to, put his hands in the water. When sink is full say, "Next we wash our hands." Keep repeating this sentence. Participant takes soap in her hands and helps child build a lather on his hands and later rinse his hands. When child's hands are dirty, participant says again, "First we fill the sink with water; next we wash our hands."

"B" - Activity is done in same way with participant saying "First we make the sandwich." "Next we eat the sandwich," while she prepares sandwich (with child's help if interested) and while they eat it.

LESSON IX

SOCIAL DEVELOPMENT

I. SOCIAL DEVELOPMENT INVOLVES THREE PROCESSES

A. Prepare performance behavior
   1. It is behaving in an approved manner
   2. Each group has its own "proper" behavior and child must learn it and follow it.

B. Playing of approved social roles
   1. It is playing the roles socially prescribes for one.
   2. There are sex roles as well as roles for behavior like parent or child

C. Development of social attitudes
   1. It is having favorable attitudes toward people and social activities
   2. A person who reflects his like of people in the quality of his behavior.

II. LEARNING TO BE SOCIAL

A. Socialization versus conformity
   1. They are not synonymous, but close in childhood.
   2. Variations must be regarded by group as superior behavior to be accepted.

B. Sociability versus non-sociability
   1. Most people make an effort to appear social even if they feel differently.
   2. Person may be unsocial or antisocial
   3. Gregarious persons are sociable
   4. Children seek sociability normally.

C. How to learn to be social
   1. Child needs opportunities to learn with others.
   2. Child needs to be motivated to be a social person by having satisfying social contacts.
   3. Method of learning must bring results.
      a. Learns by trial and error
      b. Learns by imitation
      c. Training needs guidance
   4. Time needed is long, up to maturity

III. INFLUENCES ON SOCIAL DEVELOPMENT

A. Family influences
   1. Major influence up to age 7 is family.
   2. No specific member of factor is most significant.
   3. Best method of child rearing is democratic

B. Outside influences
   1. Outside influences increase in importance with age and contacts
   2. Peers and desire for acceptance is important

C. Consistency of behavior patterns and attitudes
   1. They are hard to change
   2. Prejudices are an example

3. Personal experiences and mass media help set these attitudes
4. Changes must be desired.

D. Influence of the social group varies.
1. Acceptability to the group
2. Security of status in group
3. Type of group
4. Personality of the child himself
5. Desire for affiliation or acceptance

E. Areas of group influence
1. Willingness to conform by acquiescence or conventionality
2. Helping child to independence
3. Helping child's self concept to develop

LESSON IX

SOCIAL DEVELOPMENT

Along with a child's emotional growth, the important process of socialization occurs. These two are closely related and intertwined. Social development is the gradual process by which an individual chooses behavior which is acceptable and customary for the groups of which he is a member. A baby has the potential to develop many different kinds of behavior. This can be seen by the behavior of different people of the world who are widely different but all acceptable in their own group. There are interrelated processes by which socialization takes place. They are all equally important and dependent. The first is the growth of proper performance behavior. This means that the child will behave in a manner approved by the social group. The child has to pattern his behavior on this. The second process is the playing of approved social roles. Each person has many roles and the roles change frequently. There are the sex roles and then roles such as child or parent, teacher, or fireman, etc. Each role has a pattern of customary behavior which is defined and expected by members of the social group. The third process in socialization is the development of social attitudes. This can be described as having favorable attitudes toward people and social activities. It means learning cooperation and identifying with one's group.

No child is born socialized. Development of the three processes begin at birth and is dependent mainly on learning experiences during the earliest years. Socialization is learned. For the child socialization means conformity. The child needs to have a model to copy. He has to copy this with a minimum of deviation. Only later can the accepted individual begin to vary from the group standards. These later variations must be regarded as superior behavior for the group to accept them or the

deviating person. Most people make an effort to appear socialized even if they do not meet all three criteria. A child may be unsocial or antisocial. An unsocial child does not conform which he is ignorant or wrong about what is expected of him. This can occur due to a poor model to imitate or bad social experiences. An antisocial child knows what is expected, but intentionally does the opposite. His relations with his groups are always poor. Children naturally have a strong desire to be with others. A child needs to learn to be social rather than gregarious which is just being with others without much interaction.

The important development of a social being is a matter of learning. The parents can help a child learn to be socialized. A child has to be given lots of opportunities to learn to relate to others and to get along with them. Each year a child should broaden his base of interaction to include more children and adults. Learning from just the family is not sufficient. Play activities with little social contact like reading or watching television need to be balanced by interaction with other people. Like any other learning, socialization requires motivation. In this case motivation usually results from the satisfaction a child has in his social contacts. The child who enjoys his contacts with other people will seek more. It is the quality not the quantity of contacts which is important. The method used in learning socilization has to be successful or adequate. A child learns by trial and error which behavior is acceptable. Parents teach and guide socialization frequently in this way. A child can also learn by imitation or role playing. He observies what others do and then practices this role. This can be poor learning since children often imitate poor models or roles. Parents must select good models and companions for children to encourage proper socialization. All this learning takes time and is rarely complete before maturity.

There are four major influences on the social development of a child. The early social experiences are important in determining what sort of adult the child will become. Social types are made not born. Although patterns and attitudes can be changed later, optimal development takes place early in life. Since the majority of a child's early social experiences are in the home, it is obvious that the family is the most important influence. No one specific member of the family nor one specific aspect of family life is responsible for socializing the child. The general environment of the home is the decisive factor although family size is also important. The socio-economic background of the family can also be a factor. The type of relationship which exists between the child and his parent or between the child and his siblings is crucial. The relationship often varies with the position of the child, i.e. oldest, youngest, only son, etc. A child takes the treatment he receives at home and reacts to the world in the same manner. Perhaps the most important factor in the family's influence on social development is the method of child-rearing used by the parent. The recommended method is the democratic one in which there is a higher level of interaction between parent and child and more encouragement for warm responses, curiosity, and originality. Only when children have satisfactory social relationships with the members of their family can they enjoy social relationships with outsiders, have healthy attitudes toward people, and learn to function successfully in groups of their peers.

The influences of people outside the home increase in importance as the child's contacts increase. It is important that the child have favorable contacts so he will want to repeat them. If a child enjoys the company of others, he will want to behave in a manner that will be approved. Children imitate their peers to gain social acceptance as well as adult. This urge for acceptance gets stronger with age. A

preschool child often appears aggressive, but he really desires to be with friends his age. A child's attitude can be greatly shaped by his peer group. This becomes even more true as the child gets older, has more contact with his peers, and desires social acceptance even more.

Social attitudes and behavior once established tend to remain consistent. Attitudes are even less subject to change than behavior patterns. There is a close relationship between a child's liking for social activities and how much other children will like and accept him. Children who make good social adjustments from the start desire the most enjoyment from social participation. A child develops his attitudes and behavior patterns from his personal experiences and from the mass media. These combine with his parents and other people to give set attitudes and patterns by the time of maturity.

The group is a tremendously important influence on the child's socialization. Before age seven the child is influenced most by the family, but at seven they come under the influence of group pressure. This time is characterized by the rejection of adult or parental standards and an acceptance of the standards of the peers or gang. This is due to the greater desire for social acceptance and the greater amount of time spent with the peers.

There are several ways in which the influence of the group on an individual is determined. A child's acceptability or popularity with a group can make him more susceptible to the group's influence. A child'sstatus in the group can determine how he accepts its standards. A more secure child will be able to exert himself and his standards more than one who feels insecure in the group. The type of group a child is in affects its influence. A loose group obviously is not as influential. The personality of a child of course influences the role he takes in the group. A personality prone to conformity naturally is most easily

influenced or led. The desire for affiliation or acceptance by a child determines his reaction to the group. The stronger his affiliation motive the greater his susceptibility to influence from group members.

The group influences the child's pattern in several ways. The first is through his willingness to conform to the behavior, attitudes, and values of the group. Social conformity takes two forms: acquiescence or agreement with group opinion through group pressures and conventionability or concurrence with the moves, attitudes, and values of the group. The more accepted the child is by the group, the more willing he is to conform; the more willing he is to conform, the better accepted he will be. Willingness to conform is especially strong in the latter part of childhood when the desire for social acceptance reaches its peak.

All of these group influences merge with the early socialization from a childs family to make him a social being. A favorable relationship with both family and other groups is necessary for a successful socialization.

LESSON IX

SENSORY

Title: Identifying big and little.

Purpose: To develop child's awareness of size differences through sight and touch.

Materials: Two quart or half gallon milk containers; first cut off to height of two inches, second of full height with only top cut off. Two cut outs each, one little and one big, of ice cream cones, houses, dogs, balls.

Position: Child seated next to mother in a place where child can easily reach materials.

Activity: Participant places little container before child and says, "This box is little. Point to the box that's little." Encourage child to point and, if he is able to speak, say little. Praise and reward child with cereal for pointing to box.

LESSON IX

MOTOR

Title: Following directions.

Purpose: To improve listening.
To improve large muscle coordination.
To teach physical responses to auditory commands.
To teach new nouns and verbs.

Materials: None.

Position: Participant and child in a quiet room stand facing each other.

Activity: Participant says, "Can you do as I tell you to?" She gives each of the following directions slowly and does each herself. Participant praises child's effort. If child is confused repeat direction whild helping him move to the command.

Put your arms way up.
Put your arms way out.
Wave your arms up and down.
Touch your hair.
Nod your head.
Pat your stomach.
Swing one of your legs (holding onto something).
Wiggle your whole body.
Jump up.
Fall down.
Sit up.
Stand up.

LESSON IX

SENSORY-MOTOR

Title: Seeing different colors

Purpose: To encourage color discrimination.
To develop skill in perceiving sameness and differentness.
To increase matching ability.

Material: Color Lotto game with four circles; black, red, yellow, blue.

Position: Child seated next to participant at table or on floor.

Activity: Participant shows child board with four circles. Names the colors, "The color of this ball (Circle) is black. The color of this ball is red. The color of this ball is yellow. The color of this ball is blue." Show the child the matching circles. "The color of these balls is black. The color of these balls is red. The color of these balls is yellow. The color of these balls is blue." Ask the child to match the circles starting with the upper left. Hand him the black circle and say, "The color of this ball is black. Where is the other black ball? Can you put this on the black ball in the game?" Follow the same steps with the other circles.

LESSON IX

SENSORY-MOTOR

Title: Sorting objects by size

Purpose: To introduce a concept of matching objects by a single property
To increase awareness of size differences

Materials: Big & little milk cartons and pictures from last weeks lesson

Position: Child seated next to participant in a place where child can easily reach into both milk containers.

Activity: Participant and child reviews size identification of milk containers and pictures. All pictures are removed and participant places only milk containers in child's reach. Participant points and says, "This box is little, this box is big." Participant shows child both ice cream cones and identifies their sizes as she did the containers. Participant says to child, "Point to the big ice cream cone. Can you put the big ice cream cone into the big box?" Praise child and reward him with cereal. Then participant says, "Point to the little ice cream cone. Can you put the little ice cream cone into the little box?" Remove both ice cream cone pictures and repeat same procedure this time shifting position of containers and asking child to identify and sort "little" things first. Have child identify and sort other pictures in the same way.

LESSON IX

CONCEPTUAL-LANGUAGE

Title: Recalling Sequence

Purpose: To increase child's awareness of sequence of events. To introduce concept of left to right sequence.

Material: Sequence Games - Washing hands; making sandwich.

Position: Child seated beside participant at table or floor

Activity: (Game "A") Participant shows game board to child. Participant points to picture on left side and says, "First we fill the sink with water". Participant encourages child to repeat sentence. Then points to picture on left and says, "Next we wash our hands." Participant shows child the matching scenes. "These are what we do first; we fill the sink with water. These are what we do next; we wash our hands." Participant removes pictures and places them below game board. Points to left of game board again and says, "Here is what we do first, we fill the sink with water. Where is the other picture that shows what we do first? Can you put the other picture of what we do first on this picture of what we do first?" When child places correct picture, participant praises him by saying, "That's right, first we fill the sink with water." Participant points to picture on right side of game board and says, "Here is what we do next, we wash our hands. Where is the other picture that shows what we do next? Can you put the other picture of what we do next on this picture of what we do next?" When child places correct picture, praise by saying, "That's right, next we wash our hands."

Do Game "B" in the same way.

<u>Supplementary Activity</u>: Child places pictures in correct left to right sequence without help of game board.

LESSON X

SOCIAL DEVELOPMENT II

I. GENERAL PATTERN OF SOCIAL DEVELOPMENT

A. Knowing pattern makes it possible to predict child's behavior in a social situation.
   1. Individual behavior affected by age of child.
   2. Individual behavior affected by heredity and environment.
   3. Pattern is a result of social pressure and social expectations in a common group leading to similar learning experiences for all children.

B. Birth to Six Months.
   1. Baby is not gregarious until about three months.
      a. at birth, interested in physical needs and does not crave human companionship.
      b. at two months, baby begins to distinguish among people around him.
      c. at three months, baby exhibits an interest in people.
         (1) able to distinguish people from objects.
         (2) turns head toward sound of voice.
         (3) smiles in response to another's smile or clucking sounds.
         (4) can be temporarily soothed by a voice or adult's presence.
         (5) cries if left alone.
         (6) recognizes his mother and other familiar faces.
         (7) may react negatively to strangers.
   2. Baby begins to exhibit social behavior in fourth month.
      a. makes anticipatory adjustments to being lifted, shows selective attention, laughs when being played with, and looks in direction of person who leaves him.
      b. uses smile for attention, not because baby is happy.

C. Six to twenty-four months.
   1. From about the sixth month, a baby begins to differentiate responses made to him.
      a. reacts differently to smiling and scolding, friendly and angry voices.
      b. plays peek-a-boo games and imitates simple actions.
      c. shows definite fear in presence of strangers.
      d. physical maturation enables baby to react with more of his pody.
   2. By the eighth month, the baby begins to imitate the sounds and acts of people around him and verbalization increases as baby learns that gains attention.

3. Around one year, the baby begins to learn the restrictions of his behavior.
   a. period of "no-no".
   b. parents important, so baby desires to please them.
   c. majority of experiences must be pleasant for baby to begin to accept social behavior.
4. At fifteen months, the baby wants to imitate parents and siblings.
5. Baby becomes more interested in other children, also.
   a. cooperative play begins between thirteen and fifteen months.
   b. eighteen to twenty-four months, baby definitely desires social contacts with other children and will participate in group games.

D. Two to six years.
1. Importance of family influence declines as child interest shifts to his peers.
   a. two year old passively relies on adults for assistance and attention, but three year old resists adult influence.
   b. important step in his independence and development of self-concept.
   c. four and five year old seeks to avoid adult disapproval and gradually becomes more friendly and cooperative.
   d. adults set the pattern for the child's attitudes and are still in charge of his socialization.
2. The number and quality of contacts with other children which the child has in this period is an important part of his successful social development.
   a. the child up to six is very self-centered in his behavior.
      (1) likes to boast about himself and his family.
      (2) gradually leaves egocentrism of babyhood behind, but progress is slow with many relapses
   b. size of play group increases with age.
      (1) two members at three years to three or four members at age six.
      (2) in play group, children mostly watch each other, talk or make verbal suggestions.
      (3) as get older, there is increase in friendly approaches and decrease in hostile or aggressive interactions.
3. The child is trying to conform to a pattern approved by the group to which he belongs.
   a. many forms of behavior may appear unsocial or antisocial, but they are just trial-and-error behavior in the socialization process.

II. COMMON FORMS OF BEHAVIOR IN EARLY CHILDHOOD

A. Friendliness.
1. Desires social contacts and unhappy if deprived of them
2. Variance from a friendly posture towards otheres is due to not knowing how to establish social contacts in a more favorable way.

3. Expresses friendliness by overt acts which increase as child grows older.
   a. examples of overt behavior are hugging, kissing, protecting the other person.
   b. decrease about two and three years of parents open affection to child.

B. Independence.
   1. Child initially dependent on parents, later shifts some of this to siblings, especially the oldest ones.
   2. After about 2 1/2 years, gradually shifts dependency to peer groups.
   3. Adults should encourage development of independence by rewarding it and helping child to reach reasonable goals.
   4. Signs of dependent behavior are seeking unneeded help, attention and affection or being easily influenced and suggestible.

C. Generosity.
   1. The baby is very egocentric (self-centered).
   2. As child begins to play with others, he learns to submerge his self-interests to the interests of his play group.
   3. Peak of selfishness generally between four and six and then begins to be replaced as child realizes it is a hinderance to social acceptance.

D. Cooperation.
   1. Developing during pre-school years, but hindered by child's self-centeredness and quarrelsomeness.
   2. By end of third or fourth year, increase in cooperative play.
      a. more opportunities for playing with others leads to more cooperative play by child.
      b. child raised by democratic training tends to enjoy being more cooperative.
      c. forced cooperation at home can lead to lack of cooperation when parents are absent.
   3. One of the most essential traits to social acceptance.

E. Negativism.
   1. Form of exaggerated resistance behavior in which the child combines self-assertion, self-protection, and resistance to pressure.
   2. Reacts like this when wants are ignored or wants are at variance with those around him.
   3. Aggressive discipline or an intolerant attitude toward normal childish behavior can trigger childs negative reaction to normal home routines.
   4. Inconsistency in child training is common cause of negativism.
   5. Behavior begins around eighteen months and reaches a peak between three and six years.

F. Aggressiveness.
   1. Actual or threatened hostile acts which is usually caused by displaced anger which occurs where a child cannot express his anger directly toward that person or object which provoked it.
      a. more the frustration, more aggressive the child's behavior.
   2. Will continue to use aggression if it has been successful in achieving his goal or reducing his anxiety.
   3. Results more often when parents are strict authoritarians and use corporal punishment.

III. THE ADULT'S ROLE IN THE CHILD'S SOCIAL DEVELOPMENT

A. The parent or teacher must guide the child's development of approved social behavior.
B. Adults need to realize the slowness of development and show tolerance and understanding of the unsocial behavior of children.
C. The adult must provide the child with favorable social situations so the child sees the need for approved behavior.

LESSON X

SOCIAL DEVELOPMENT II

There is a definite pattern to social development. Each individual varies it slightly according to his environment and heredity. Still everyone follows a general pattern. Social development begins at birth and continues throughout life although only minor developments are made after maturity. Knowing what the pattern of social development is makes it possible to predict what the child's behavior in a social situation at a given age is likely to be. For example, at certain ages children will be shy and may be even afraid of strangers. The pattern is a result of social pressures and social expectations in a common group leading to similar learning experiences for all children.

At birth the baby is not gregarious. His only interest is in his physical needs and he does not crave the companionship of other people. This is partly because he is unable to distinguish between people and inanimate objects. He is just as happy with a warm blanket as a warm mother. This uncaring for socialization continues for about two months until the baby begins to realize the large role that people play in his life. The gregarious behavior that he adopts at about the third month is due to his learning to distinguish people from objects and a new value he attaches to people. The baby shows his new social behavior by turning his head when he hears a human voice and smiling in response to a smile or a clucking sound. He expresses his delight in being with others by kicking, smiling and waving his arms. A baby at this age can be soothed temporarily by a voice or an adult's presence. They also begin to cry when a person leaves them alone. The baby at three months recognizes his mother and other familiar people. His response to strangers can be negative.

In the fourth month the baby makes anticipatory adjustments to being lifted, shows selective attention to the human face, looks in the direction of the person who leaves him, smiles in response to the person who speaks to him, shows delight in personal attention, and laughs when being played with. All of these things are the baby's way of expressing his interest in other people and are the beginnings of social behavior. Baby smiles are given because of the reaction they get. A baby uses his smile without knowing that it is an expression of happiness. From about the sixth month the baby begins to differentiate responses made to him. He reacts differently to smiling and scolding and distinguishes between friendly and angry voices. He recognizes familiar faces with a smile, laughs at peekaboo games, imitates simple acts like clapping and waving, and shows definite fear in the presence of strangers. In the sixth month physical maturation enables the baby to react with more of his body. He pulls the adult's hair, grabs facial features or clothing in curiosity. By the eighth or ninth month the baby begins to imitate in his small way the sounds and acts of the people around him. The verbalization efforts increase as the baby learns that they recieve attention for him.

Around one year of age the baby begins to learn the restrictions of his behavior. The word "no-no" begins to acquaint him with proper behavior. This new experience can be overwhelming if too many "no-no" things come up. The baby begins to accept social behavior only if the majority of his experiences are pleasant. The baby tries to follow the desires of his parents because they are now very important to him. From the fifteenth month on the baby shows an increasing interest in adults and his siblings. He desires to be with them and imitates their actions. This imitation is a strong tool in the teaching of socialization to one's child. Around one year the baby also begins to react more to other children. From the thirteenth to the

eighteenth month the young child smiles and laughs in imitation of another child. There is less fighting over the toys as the child becomes more interested in the other child than in the toys. Cooperative play begins in this period. The child between eighteen and twenty-four months definitely desires social contacts with other children. The child is even willing to modify his behavior to adjust to his playmate's activity and will participate in games with other children.

Social development and behavior between the age of two and six is very intense. The child emerges as a distinctly socialized individual. Before two the family is the principal influence on the child. With his new age and maturity the child spends less and less time with his family, and he derives less enjoyment from them. His interest in his peers on the other hand grows stronger. While the two year old passively relies on adults for assistance and attention, the three year old resists adult influence and tries to be independent in his activities. This does not make him appear more socialized at home, but it is an important step forward in his independence and development of his self-concept. The four and five year old gradually becomes more friendly and cooperative. He seeks to avoid adult disapproval since he is more aware of social expectations and social roles. Despite these periods of resistance to adult authority and the decline in time with the family, adults are still in charge of a child's socialization. They set the pattern for the child's attitude which is a very important part of socialization.

Beginning at age three years, children begin to play together, to talk to one another while playing and to select the playmates they prefer. The size of the play group increases with age from two members at three years to three or four members at age six. This period is not the "song age" of later years. These play groups lack the structure and permanent force of the later group. In the play group the children mostly watch each other, talk or make verbal suggestions. As they get older there is an increase in friendly

approaches and a decrease in hostile or aggressive interactions. The number and quality of the contacts which the child has in this period is an important part of his successful social development. Although a large number of contacts is beneficial, it is the quality and successfulness which makes the child eager for more socialization. The child up to six likes to boast about himself and his family. He cooperates well when it is good for him and when his own interests are not interfered with. The child is gradually leaving the egocentrism of babyhood behind, but it is a slow process with many relapses. By the time formal schooling begins, the child has learned many valuable lessons in social behavior. He learns to adjust himself to group life, to give and take, and to share his possessions with his playmates. Through imitation of the actions, words, and emotions of others, the child tries to conform to a pattern approved by the group to which he belongs. Many forms of behavior in this period appear to be unsocial or antisocial, but they are just trial and error behavior in the socialization process.

There are several common forms of behavior that appear in the period of early childhood. Knowing these will help the parent to have the proper expectations for the child at a given age.

Young children are friendly. They desire social contacts and are unhappy when they are deprived of them. Any variance from a friendly posture towards others is merely the result of the child's not knowing how to establish social contacts in a more favorable way. Young children express their friendliness by overt acts such as hugging, kissing, paying close attention to others, and protecting the person. There is a gradual increase in overt expressions as the child grows older. This is partly due to the parent's decrease in their open affection for the child after he is two or three.

Young children are in a period of developing independence yet they are still dependent. The child initially is dependent mainly on his parents; later

he shifts some of this to siblings particularly the oldest ones. After about two and a half he begins gradually to shift his dependency to his peer group. Dependent behavior shows itself when a child seeks help when it is not needed, when a child seeks attention and affection, or when a child is easily influenced and suggestible. Adults around a child should encourage the development of independence by rewarding it and helping a child to set reasonable goals on his ever changing capacities.

The young child's behavior is ideally progressing from selfishness to generosity. The baby is very egocentric and feels like the world revloves around him. The child demands what he wants and if it is denied to him, he protests by crying or a temper tantrum. This selfish behavior begins to fade as the child begins to play with others. He begins to learn to submerge his self-interest to the interests of his play group. Selfishness generally peaks between four and six and then begins to be replaced as the child realizes it is a hinderance to social acceptance. Expecting generosity at too early an age is futile because the child will not understand the need for it or the ways to implement it.

Cooperation is developing during the pre-school years but it is hindered by some of the other behavior common to these children. Being self-centered and quarrelsome it is difficult for a child to be cooperative. By the end of his third or fourth year, there is an increase in cooperative play. This can be greatly increased by giving a child more opportunities for playing with others.

Children who are raised by democratic training tend to enjoy being more cooperative. Cooperation is one of the most essential trails to social acceptance. Forced cooperation at home can lead to a lack of cooperation when the parents are absent.

Young children also develop certain undersirable traits during this period of social development. Negativism is a form of exaggerated resistive behavior in which the child combines self-assertion, self-protection, and resistance to pressure. The child reacts in this manner when his wants are ignored or at variance with those around him. Aggressive discipline or an intolerant attitude toward normal childish behavior can trigger a child's negative reactions to normal home routines. Inconsistency in child training is a very common cause of negativism. This behavior begins around eighteen months and reaches a peak between three and six years. This behavior however undesirable, is normal if not excessive.

Another behavior trait is aggressiveness. This is actually a threatened hostile act which can often be unprovoked by the person threatened. It is usually displaced anger which comes up when a person cannot express his anger directly toward the person or object that provoked it. The more frustrated a child is, the more aggressive he is likely to become. Agression will continue if a child feels it has been successful in either achieving his goal or reducing his anxiety. Aggression results more often when parents are strict authoritarians and use corporal punishment.

In dealing with these behavior traits and the development of social behavior, the parent or teacher should remember his role as a guide. Young children's behavior often seems worse than it is. Adults need to show the right kind of tolerance and understanding of the unsocial behavior of children. Adults must realize the slow development of mature behavior but they must not leave its development to chance. The child needs guidance and help to learn how to act in a socially approved manner. A child needs to have favorable social situations to be better able to see the need for approved behavior.

LESSON X

SENSORY

Title: Feeling textures

Purpose: To improve tactile ability
To learn new words

Material: Two cotton balls, two styrofoam balls (provided by tutor), small paper bag

Position: Child seated by participant at table or on floor

Activity: Participant gives child one cotton ball to examine. While child feels it Participant say, "The ball is soft." Participant removes cotton ball and gives child styrofoam ball saying, "The ball is rough." Participant opens bag and helps child put one cotton and one styrofoam ball into the bag. Participant shows second styrofoam ball to child, asks him to feel it. Next, Participant tells child to put one hand into bag and take out the other rough ball. Praise child and reward him. If he has difficulty, ask him to try again. Do several times.
Repeat same steps asking child to find soft (cotton) ball.

LESSON X

MOTOR

Title: Stringing straw

Purpose: To increase small muscle development
To encourage hand - eye coordination.

Material: Piece of string knotted at one end and wound around with tape at other end so that it serves as a needle 1 1/2" long, straw cut into one inch pieces.

Position: Child seated next to participant at table or on floor.

Activity: Participant demonstrates how to hold piece of straw in one hand, thread string through it. She asks child to thread string while she holds a piece of straw. When child has mastered threading while participant holds straw piece, ask him to hold straw piece himself while he threads. Encourage him to put on as many straw pieces as possible. Both boys and girls like to wear their stringed straw pieces as necklaces.

LESSON X

CONCEPTUAL/LANGUAGE

Title: Assembling cardboard Teddy bear

Purpose: To improve child's concept of location of body parts
To increase child's vocabulary
To develop small muscle coordination

Materials: Teddy bear (body and head, two legs two arms) and four paper fasteners, provided by tutor

Position: Child seated by Participant at table or on floor

Activity: Participant shows to child and names each piece of Teddy bear. Participant helps child color each one. Participant demonstrated where limbs of Teddy bear should be located and, after removing them, hands them one at a time to child. Participant says, "Here is one of the Teddy bear's arms. Can you put it where it belongs?" Praise and reward child for his effort.
Use paper fasteners to join Teddy bear's limbs to his body. Let child help in construction by threading fasteners through holes and bending back ends of fasteners. When Teddy bear is assembled ask child to show his two arms, legs, body, head, facial features.

LESSON XI

LANGUAGE DEVELOPMENT

I. The Importance of Language Development

A. Language is a distinctively human achievement.

1. Very complex activity for the mind to contemplate.
2. Includes all forms of human interaction in which a person is made aware of a thought, feeling, or question experienced by another person.

B. Language is the means by which a child deals with his environment.

1. A child's social, intellectual, and emotional development on his communicating with others.

a. means to make one's wants and needs known.
b. means of gaining information to clarify his world.
c. means of initiating and maintaining social interaction.
d. means of aiding personal identification.

II. Three Criteria for Language Development in the Child's First Two Years.

A. Understanding the words of others.

1. Begins with the understanding of the language of facial expressions, gestures, voice tone, and total context of situation.

a. measure of total situation in which a word is used is essentially emotional for the infant - meaning of situation represents a comfort, discomfort, frustration for the child.
b. infant's responses are "feeling" responses.
c. with repeated situations with same sounds used consistently, the words come to stand for the whole situation.

2. Development of understanding of words is very dependent on adults talking to the infant.

a. through this process the infant begins to associate words with vital emotional experiences.
b. motivates the infant toward talking himself.

3. Develops earlier and more rapidly than does the ability to form word sounds clearly and to use them meaningfully.

B. Pronouncing words with clear articulation.

1. Infant's understanding of words is greatly facilitated and broadened by his own efforts to make word sounds.
2. During second and third months, infant makes small, throaty, gurgling noises and primitive babbling whild asleep or awake.
3. By fourth month, cooing may be response to a person's presence or attention or music.
4. Babbling may begin in earnest at four months.

    a. very significant step in language development.

        (1). infant is stimulated by his own speech sounds and engages in using his vocal apparatus.
        (2). parents encourage child's babbling and the response from them results in increased social stimulation which adds to the infant's well-being.

    b. very individualized among infants.
    c. increases with presence of parents voice.

5. By six or seven months, the average infant is vocalizing several well-defined syllables.
6. Imitation may begin between six and nine months.
7. Imitation of repetitious syllables like "Dada" or "Mama" may occur at eleven or twelve months.
8. At one year, infant may have one or two words in his vocabulary.
9. In the second year, the infant learns to combine sounds and make them clearly, but also drops certain sounds that are not part of language.

C. Using words with meaningful association.

1. Around second year, the infant may use single words to express a complete thought. (one-word sentence).
2. Infant's first words are usually expression of emotion rather than names of objects.
3. Infant's vocabulary increases rapidly in second year.

    a. twelve months - three words.
       fifteen months - nineteen words.
       eighteen months - twenty-two words.
       twenty-one months - one hundred and twenty words.
       twenty-four months - two hundred and seventy-five words.
    b. gain often unbalanced by a rapid spurt in motor development, like learning to walk, which takes all the infant's energy.

4. In the last three months of the second year, the infant progresses rapidly in acquiring new words and begins to combine words to form larger segments of thought.

a. twenty-four months, uses simple phrases and sentences,
b. starts to understand not only word meanings, but key relationships among words, and their appropriate use for the expression of ideas.
c. begins to use pronouns and prepositions.

D. After two years, most children have achieved true language which is facilitated by parents' encouragement and good example of language usage.

CHAPTER XI

LANGUAGE DEVELOPMENT

Human language is a distinctively human achievement. A child's development intellectually, emotionally, and socially is dependent on his communicating with others. Language is about as complex an activity as the mind can contemplate. Language includes much more than just oral speech and hearing. It includes all forms of human interaction in which a person is made aware of a thought, feeling, or question experienced by another person. Language is the means for all human communication including speech, writing, gesture, code signals, symbols, and the many other devices used to convey thoughts, feelings, and questions. A child must learn his culture's language as well as its language of body positions, facial expressions, etc.

Language is very important for each child to master. Language is the means to make one's wants and needs known. Language is a means for the expression of one's emotions. It is a useful device for gaining information which the child needs to help clarify his world. Language is a means of initiating and maintaining social interaction. Socialization would be impossible without language. Language is an aid to the achievement of personal identification. A child uses language to reach out to others to see what he is or is able to be.

Infancy is an important time in the development of spoken language or oral speech. During this period we expect the child to achieve the ability to pronounce words. We also expect him to assimilate words well enough so that people otherthan his parents know what he is saying. We also want him to use the words appropriately within their commonly accepted meanings.

Language development during the first two years is measured by these criteria: understanding the meaning or words spoken to him, pronouncing words with clear articulation, and using words with meaningful association.

Understanding the words of others develops earlier and more rapidly than does the ability to form word sounds clearly and to use them meaningfully. Before the end of the first year, the infant shows in many ways that he can respond appropriately to the oral speech of other persons. The process by which this early learning of the significance of words occurs is not an easy one. It does not really begin with words at all but the language of gesture, facial expressions, tone of voice, and many other elements of a total situation in which a word is used. The meaning of the total situation to the infant is essentially emotional. It represents comfort or discomfort, satisfaction or frustration. The infant's responses then are feeling responses. As the situations repeat themselves and the same sounds are used consistently, the words come to stand for the whole situation.

This development is very dependent on adults talking to the infant. Although it may be true that they do not understand the words at first, there is ample evidence of the value of being stimulated right from the first day. It is through this process that the infant begins to associate words with the vital emotional experiences of his life and to develop a powerful motivation to talk himself. Words may be differentiated and meanings understood long before the child will abide by them.

As he progresses, the infant's understanding of words in greatly facilitated and broadened by his own efforts to make word sounds. The meaning of the sound, "Mama", is revised for a baby as he uses it and as significant people in his life respond to his use of it. The progression of sounds to the point at which others can understand his words begins at the baby's birth. During the second and third months small, throaty, gurgling noises while the infant is asleep or awake and primitive

babbling constitute most babies' speech. By the fourth month, cooing may be observed as the response to another person's presence or attention or music. Babbling may begin in earnest about this time although individuals vary.

In some infants babbling is an extremely active and enthusiastic enterprise and even occurs regularly in their schedules. Parents can observe that babbling increases when they are near or when they talk to the infant. Babbling is a very significant step. The infant is stimulated by his own speech sounds, is encouraged to continue them, and engages in using his vocal apparatus. Furthermore, babbling has a natural appeal for most parents and the response from them results in increased social stimulation which adds to the baby's wellbeing.

By six or seven months the average baby is vocalizing several well-defined syllables. Sometime during the six to nine months period there may be the beginnings of imitation. At eleven or twelve months he may be successful in imitating repetitious syllables like "Dada" or "Mama". A year old infant may be expected to have one or two words in his vocabulary, although some infants his age do not use any words at all.

The second year is marked by considerable growth in the ability of the infant to form words clearly. This is when the child learns how to combine sounds and to make them clearly, but also the time for dropping certain sounds that are not part of the language. During the second year, the infant can be heard to use a single word to express a complete thought. This is sometimes referred to as the "one-word sentence". When the eighteen month old uses the word ball, he may mean,"There is the ball," or "Where is the ball?", or "I want the ball." Usually, the child's first words are more the expression of emotion than

the names of objects. The wishes and feelings of the infant are the primary motivating force behind this early talking. The vocabulary of the infant increases rapidly during the second year. At about twelve months the child has three words, at fifteen months about nineteen words, at eighteen months about twnety-two words, at twenty-one months about one hundred and twenty words, and at twenty-four months to two hundred and seventy-five. These are average figures and are only a rough index of the vocabulary growth. The gain is often unbalanced by a rapid motor development spurt. Learning to walk may take all the baby's energy, but later it will equalize.

In the last three months of the second year, the baby progresses rapidly in acquiring new words and begins to combine words to form larger segments of thought. By twenty-four months he uses simple phrases and sentences. The more complex kind of language behavior calls for mastery not only of word meanings, but of key relationships among words, and their appropriate use for the expression of ideas. The use of pronouns and prepositions also has its beginning around the end of the second year.

Accuracy of usage and understandable pronunciation skill has a long way to go following the first two years. Skill most children have after two years have achieved true language. Parents encouragement and good example are essential for this period.

LESSON XI

MOTOR

Title: Crawling under, stepping over

Purpose: To increase large muscle control; to improve balance

Material: Broomstick or mop handle positioned roughly 12 inches above floor, resting on low tables or boxes.

Position: Child stands or sits in front of stick.

Activity: Participant says to child as she points to stick, "This is a bridge. Can you go under the bridge?" If child is unsure, help him crawl under the stick. When he is on other side, say, "Now can you go over the bridge?" Hold one of his hands to steady his balance. Children enjoy this activity and usually want to repeat it several times. As child's balance improves, participant should encourage him to go over the stick without holding her hand or the stick itself.

LESSON XI

CONCEPTUAL - LANGUAGE

Title: Picture recognition

Purpose: To increase Vocabulary

Materials: Pictures of:

Table	Pants
TV	Car
Comb	Coat

Position: Child seated next to participant at table or on floor.

Activity: Same as previous picture recognition lessons.

LESSON XI

SENSORY

Title: Feeling Textures

Purpose: To increase tactile discrimination
To learn new words

Material: Two ping pong balls (provided by tutor), materials from previous lesson on textures (cotton balls, styrofoam balls, paper bag)

Position: Child seated next to participant at table or on floor.

Activity: Review lesson on discriminating cotton ball and styrofoam ball. Following same steps child should discriminate ping pong ball (smooth) from cotton ball (soft) and later ping pong ball from styrofoam ball (rough).

LESSON XI

SENSORY - MOTOR

Title: Completing a puzzle

Purpose: To increase eye-hand coordination
To improve matching skills
To develop accurate visual recall

Material: Dog Puzzle (Provided by tutor)

Position: Child seated next to Participant at table or on floor.

Activity: Participant helps child work the puzzle as she would a lotto game first naming and discussing the game board, demonstrating the pieces and asking child to match the playing pieces. The puzzle differs from a lotto game in that the pieces constitute a whole. When correctly assembled, Participant says to child, "See, you made a dog." When child has several times successfully assembled puzzle on game board, Participant puts game board away and demonstrates th only one of the several positions of the puzzle pieces can be put so that it will form a dog. Participant say, "This is a picture of a dog. Can you put the pieces together so you make a picture of a dog." Praise and reward child.

LESSON XII

LANGUAGE DEVELOPMENT II

I Components of speech development
- A. Learning to comprehend the language which a child hears around him
- B. Mastering the pronunciation habits of his language
- C. Building a vocabulary containing the words he needs in various situations
- D. Understanding how to combine words into gramatically correct sentences which express his ideas.

II Factors influencing language development
- A. Health
  1. Good health improving the likelihood of quick mastery of language
  2. Long periods of confinement during the first two years likely to delay the beginning of speech.
  3. Little incentive to talk when a child is sick and his every wish is anticipated
  4. Illness preventing social contacts which stimulate speech.
- B. Sex differences
  1. Tendency for girls to speak sooner and better than boys
  2. Family relationships responsible for the better ability of girls
  3. Girls identifying with their mothers/boys identifying with their fathers.
  4. Less opportunity for boys to learn from fathers, due to fathers being away from home more than mothers.
- C. Family relationships
  1. Tendency toward speech retardation and disorders in children who are babied, pampered and coming from homes with much emotional tension.
  2. Speech development in institution babies slower than in family reared babies.
- D. Intelligence
  1. Faster mastery of language in children of average or above average intelligence.
  2. Slowness to speak not necessarily a sign of mental deficiency

III Problems in language development
- A. Delayed speech
- B. Defective speech
  1. Mispronunciation
     - a. "Baby talk"
       1. Lisping
       2. Substituting difficult to form sounds with easier ones
       3. Dropping sounds
     - b. Possibility of becoming habitual unless children are encouraged to eliminate them.
     - c. Good example the best way of encouraging good pronunciation
     - d. Repeating mistakes, laughing at them, or reprimanding a

child for them likely to encourage maintaince of bad pronunciation.

e. Restating comments correctly causing the child to correct his pronunciation

2. Hesitant Speech

a. Types
   1. Stuttering - hesitant repition of sound
   2. Stammering - effort to speak but no sound
   3. Cluttering rapid, confused, jumbled speech.

b. Often caused by child being under great pressure

c. Encouraging proper speech
   1. Not making the child self conscious
   2. Permitting child to finish what he is saying without supplying the words for him.

d. Need for attention if hesitant speech persists
   1. Determining if some new difficulty is upsetting the child.
   2. Consideration of demands being made on the child.

e. Inability to understand or relieve the cause - consult physician

IV Encouraging Language Development

A. Conversing with a child while caring for his needs
   1. Babies whose mothers conversed with them babbling more than babies with silent mothers.
   2. Babies who are talked to repeating their own sounds and the sounds of others sooner than babies who are not talked to.

B. Careful pronunciation and often repeated naming aiding a child's vocabulary

C. Learning how to group words when those around a child discuss on going events.

D. Reading to the child

E. Worthwhile T.V. programs

F. Speaking to other children helping a child to learn to make himself understood.

G. Experiences
   1. Children speaking only of those things with which they had experience
   2. T.V., records, pictures
   3. Development projects - making bets, setting table, washing cloths.
   4. Trips, visits, walks, drives
   5. Importance of parent or teacher naming objects, explaining events, and answering questions
      a. Knowing that a parent or teacher values language motivation to learn more mature speech
      b. Enjoyment of attention received during conversation encouragement in further efforts at language learning.
      c. Talking to a child teaches vocabulary and provides language models from which to learn mature speech.

LESSON XII

The young child's developing speech depends on the several components of: (1) learning to comprehend the language which he hears spoken about him (2) mastering the pronunciation habits of his language (3) building a vocabulary containing the words he needs in various situations (4) understanding how to combine words into grammatically correct sentences which express his ideas. Several factors, some related to the child, some to his environment, influence the rate at which a child learns language and the degree of skill with which he can use it.

If a child enjoys good health during the time he is learning to speak he will likely master language faster than if he had been sickly. A child who is confined to his home or a hospital for long periods of time especially during the first two years, is likely to delay beginning speech by one or two months. When a child is not feeling well, his every need is anticipated and therefore he has little incentive to talk. Also, prolonged illness cuts a child off from a variety of social contacts, such as play mates, store clerks and neighbors, who would have done much to stimulate his speech.

Girls tend to speak sooner and better than boys. Since during the first years of life there are no real sex differences found in the babbling of babies, it may be that family relationships explain the better speaking ability of girls. Soon after babyhood girls begin to identify with their mothers, boys with their fathers. Because in our culture the father is away from home more than the mother, boys have less opportunity to learn from their fathersthan girls do from their mothers.

Another good influence on speech learning is wholesome family relationship. Children who are babied and pampered and children from homes with much emotional

tension tend to have speech retardation and speech disorders. However, even a home in which there is conflict tends to foster quicker and better speech than an insitution. Babies reared in orphanages are slower than family reared babies in learning to talk. Throughout their lives institution - reared children are retarded in language development.

Children of average or above average intelligence will master language faster and with more facility than children of lower intelligence. However, if a child is slow to speak, it is not a sure sign that the child is mentally deficient.

Another concern of those who teach young children, besides delayed speech is defective speech or what is commonly referred to as "baby talk". Problems such as lisping (e.g. "thock for sock) substituting difficult to form sounds with easier ones (e.g. "tun" for sun) and dropping sounds (e.g. "nana" for banana) can become habitual speech patterns unless children are encouraged to eliminate these errors. The most effective way to encourage a child to more mature pronunciation is through a good example. Repeating his mistakes, laughing at them because they are "cute" or reprimanding him for mispronunciation will call the child's attention to his errors and likely encourage him to maintain them. If his errors are simply restated correctly (e.g. child "see the wed truck" A teacher should say "Yes, that is a terrific red truck") the child will eventually correct his pronunciations.

Besides mispronunciation defective speech can also take the forms of stuttering (hesitant repetition of sound) stammering (effort to speak but no sound) and chuttering (rapid, confused, jumbled speech). These are more difficult problems for a child to overcome and in some cases professional help may be necessary. Often the child who suffers from these problems

is under a great amount of pressure. If he is expected to achieve beyond his capabilities he may react with speech difficulties. Those caring for a child who demonstrates speech problems should do nothing to make the child feel self-conscious with regard to his speaking difficulties. Wait for the child to finish what it is he is trying to say and do not supply the words for him. All children and adults make occasional stuttering, stammering and cluttering errors and these are no cause of undue concern. If, however, a child persists in a pattern of hesitant speech, those responsible for him should give the problem their attention. First thought should be given to the child's situation to determine if some new or prolonged difficulty is upsetting him. Also they should consider the demands they are making on the child to see if perhaps they themselves are contributing to the problem by asking too much of the child. If steps can be taken to relieve the stress the child feels, often the hesitant speech will spontaneously ameliorate. If the parents and teachers cannot understand the course of the child's hesitancy of speech or if they can perceive the problem but cannot relieve it, they should consult the child's physician.

There is a consensus among researchers of children's speech that a parent or teacher can do much to help a child's language development. The obstacles which might hinder the growth of speech, such as sickness or no father to help rear a boy, can be reduced greatly by an understanding and practicing techniques which promote speech. Babies whose mothers converse with them while caring for their needs, tend to babble more than babies with silent mothers. Also babies who are talked to begin repeating their own sounds and sounds of others sooner than babies who have little conversation directed to them. Even before a child begins to speak and especially afterwards parents and teachers help a child's vocabulary increase by carefully pronounced and often repeated naming of objects which the baby sees. A child learns how to

assemble words into groups when the people around him set an example for him by discussing ongoing events. (e.g. when feeding the child saying "Oh you already swallowed that big mouthful of cereal; well you must be ready for another spoonful. Look out, here it comes.") A child who is read to from story and picture books and who is shown and told about pictures in magazines has an aid in language development which research has shown to be useful. There are worthwhile T.V. programs which present strange and familiar events to children in a captivating way. When children have an opportunity to watch and listen to these they can do much to improve a child's language ability. While adult conversation is of more assistance than children's conversation in acquiring language play experiences with his peers demand that a child make himself understood to companions, who are less able to ascertain his meaning than adults. Speaking to other children will therefore help a child learn to make himself understood. A young child generally speaks of only those things with which he has had some experience whether real or vicarious. While books, T.V., records and pictures can stimulate a great deal of language development, trips such as shopping, visits, walks and drives also can contribute enormously to a child's growing powers of speech. Of course if there is little conversation during the event if the child is forbidden to speak, he can take little learning from his experiences. If however, the parent or teacher willingly names objects, explains events and answers questions he helps the child's language growth in many respects. First the child learns that his parent or teacher values language and this knowledge is a motivation to learn more mature speech. Second, the child enjoys the attention he receives during conversation and this is encouraged in further efforts at language learning so that he may enjoy other conversations. Finally talking to a child teaches him vocabulary and produce language models from which he can learn mature speech.

LESSON XII

CONCEPTUAL-LANGUAGE

Title: Naming senses

Purpose: To learn sense names. To relate senses to appropriate organs.

Material: Popcorn (provided by tutor), facilities to cook popcorn.

Position: Child in safe position to watch participant as she prepares popcorn.

Activity: Participant gives child package of popcorn to examine. Next, she empties bag into pan and gives child some kernels to examine. Participant demonstrates and suggests that child "see," "taste," "smell," "hear," (by shaking) and "feel." Participant says, "We see with our eyes. See the popcorn. Can you point to your eyes? That's right, those are your eyes. Can you point to where you see? That's right, we see with our eyes." Participant uses same form to point out that taste is centered in the mouth, smell in the nose, hearing in the ears and feeling especially in the fingers.

Participant then pops corn encouraging the child to see the corn pop up and change size and color; to hear the pop sound, the sound of the corn poured from pan to bowl, the sound of the corn cooking and in the bowl; to taste the popcorn, salt, and butter; to feel the heat of the popcorn, its change in texture, size and weight.

While child is enjoying popcorn or after it is finished, participant says, "Can you point to where we see? That's right we see with our eyes." Participant reviews other senses in same way.

LESSON XII

MOTOR

Title: Rolling a ball

Purpose: To improve large and small muscle coordination. To increase hand-eye coordination.

Material: Ball, cleared table top, large basket or box just below table top at edge of table, tape to indicate target.

Position: Child standing on chair or floor on opposite side of table from where basket is placed.

Activity: Participant demonstrates how to roll ball into basket. Participant says, "See the tape, I'll roll the ball to the tape and it will fall into the basket. Can you roll the ball into the basket?" Praise and reward child for effort; letting child take ball from basket after he has rolled it in is very reinforcing.

LESSON XII

SENSORY - MOTOR

Title: Clapping in time to songs

Purpose: To develop ear-hand coordination.
To improve concept of fast and slow
To learn simple songs

Material: None

Position: Participant sits facing child.

Activity: Participant sings song with slow tempo (e.g., Jack and Jill) to child. While she sings she claps her own hands in time.
Participant sings song again and claps child's hands in time.
Participant sings song a third time, clapping her own hands and encouraging child to clap his.
Participant sings song with fast tempo (e.g. Jingle Bells) and repeats same steps.

Supplemental
Activity: Participant sings and claps with child varying tempo of some song. (e.g., sings rock-a-bye baby first slowly, then quickly).

LESSON XII

SENSORY

Title: Tasting

Purpose: To improve taste discrimination

Materials: Two spoons, two of these food (Use only ones child likes)

Peanut butter	Maple syrup
Jelly	Sugar
Ketchup	Juice
Mustard	Salt
Honey	Chocolate Syrup
Coffee	Milk
Tea	

Position: Child seated next to participant at table

Activity: Same as previous taste lessons. To review, use ones child was successful with and then two new ones.

Results and Discussion

Participant feedback from this experimental vocational training program was overwhelmingly positive. Reactions from professionals and the community in general were likewise favorable and encouraging. After only half of the scheduled numbers of sessions had been held, it was apparent that considerable demand for the broadening of this program, to make it more widely available, had arisen.

In order to more objectively assess the value of the Program in terms of its measurable effect upon the participating individuals, two types of evaluative assessment were undertaken:

(1) A comparison between the experimental vocational training program participant scores, on a scale designed to measure knowledge of concepts and terminology in child development, with scores achieved by participants in the Pennsylvania Community Coordinated Child Care (4-C) Interagency Manpower Training Program.

(2) An impartial evaluation by an independent researcher on the basis of participant responses to a specially constructed survey instrument in an interview setting.

Toward the middle of May, as they completed their seventh vocational training session, each of the participants were administered, in an interview format, a test for understanding of concepts and terminology in child development. Scores on this measure ranged from 22 to 29 of a possible 42 correct responses. A comparison of the experimental vocational training program participants' mean score to those achieved

by the 1970-71 West Chester 4-C participants, who attended a centrally located program which included college-operated courses, is shown in Table I. Only ten participants were available for testing from the vocational training group. As can be seen from the table, this group seems to be progressing in their understanding of needed concepts and terminology at a very rapid rate. Their scores at the end of approximately one-third (seven lessons) of their Program compare rather favorably to the 4-C scores at the end of that Program. It is hoped that continued progress in this area can be maintained over the balance of the experimental program period.

Table 1

Experimental and 4C Group Performances

on Concepts and Terminology Test

Program	N	Pretest Mean	Posttest Mean
4C - TS	23	33.8	34.4
4C - P	16	25.3	27.4
4C - E	5	25.4	28.0
EVTP	10	-	26.8

TS: 4C Teachers/supervisors
P: 4C Paraprofessionals
E: 4C Entry level
EVTP: Experimental Vocational Training Program

Turning next to the independent evaluation (see Appendix), there seems also to be reflected a very positive program effect on participant knowledge, attitude, and problem solving ability. The survey, which was administered individually on an in-house interview basis to nine of the original twelve participants, seemed to indicate program benefits of both a personal and vocational nature. Not only were participants apparently better prepared for future employment in the child care services area but were also able to gain greater insight into and knowledge for working with their own and their neighbor's children.

On the basis of meetings with staff and consultants working with the current program, many problems were able to be discussed as they arose and quickly solved. Some problems still exist for this developing program, however. For example, more diversity of activities in the Practicum phase is needed, at least in the form of new manipulative materials, in order to sustain the interest of the children with whom the participants interact. A few of the activities at first appear to encourage behaviors on the child's part which the mother participant has been attempting to discourage. The perceptual-motor task of throwing socks into a basket, for instance, conflicted with Mrs. H's effort to teach Drew not to throw things. Mrs. S had been disciplining Arlene for playing with doors, yet an activity in one of the lessons encouraged such behavior in order that the child could listen to and identify the sound produced.

Such conflicts sometimes cause interference in the participant-child interaction designed to give the participant practical experience in working with activities that encourage development along the lines she has been learning about in the discussion phase and the training sessions. Therefore, modifications of potentially conflict-producing activities are under consideration for revision.

As further efforts are undertaken to develop the remaining lessons and to revise some of the present ones, support is being sought for continuing this experimental program and perhaps even broadening its participant involvement to meet the increased demand. The program has proven itself quite effective both in terms of its intended educational/vocational effect as well as resultant participant attitude, and it is hoped that additional experimental work along similar lines will be undertaken in order to more fully investigate the approach advocated, implemented, and evaluated in the present study.

A P P E N D I X

AN EVALUATIVE REPORT

ON THE

WEST CHESTER STATE COLLEGE

EXPERIMENTAL VOCATIONAL TRAINING PROGRAM

performed by
an independent evaluator

and submitted in
June, 1972

West Chester State College
Vocational Training Program

I. SUMMARY

The survey reported upon herein was constructed to evaluate the West Chester State College Vocational Training Program. It consisted of two sections: 1/ Evaluative-Attutudinal Items and 2/ Theoretical-Problem Solving Items. The instrument was administered individually to each of the nine participating female parents in their homes within a period of one week. The author prepared the survey, administered it and conducted this analysis.

Due to the small sample size statistical procedures were limited. It was attempted to elicit detailed information using a case study approach. The analysis was thus primarily descriptive and interpretive.

Analysis of the Evaluative-Attitudinal Items clearly indicated the following:

1/ Participants were vocationally oriented and could not have received training unless it had been offered in the home.

2/ Participants perceived an increased self confidence in working with children and thought the program would be of vocational benefit.

3/ Participants particularly valued the individual attention afforded by an in-home program, and, in addition to learning about children, perceived an increase in ability and motivation to interact with them.

4/ The general attitude toward the program was very positive, and participants indicated a need to expand it based on their knowledge of friends and neighbors who expressed a desire to participate.

II. VOCATIONAL TRAINING PROGRAM SURVEY

A. Evaluative-Attitudinal Items

Anal. Ref.	Admin. Seq.	
17.1	1.	How long have you been involved in the program (how many sessions)?
1.1	2.	Why did you get involved in the program?
2.1	3.	Are you planning to ever get a job working with children in day care, preschool or head start? When?
18.1	4.	Do you enjoy participating in the program?
3.1	5.	What do you consider to be the important goals or objectives of the program?
8.1	6.	In your opinion are these goals or objectives being accomplished?
9.1	7.	Are you learning anything about children that common sense hadn't already told you?
5.1	8.	Do you feel better about working with groups of children since beginning the program?
10.1	9.	Do you talk to any friends or neighbors about the program? What do they think?
12.1	10.	What do you like most about the program?
6.1	11.	Do you think this experience would help you get a job in a day care, nursery school or head start?
11.1	12.	Do you think more people should be involved in programs like this one?
13.1	13.	What are you getting out of it?
14.1	14.	Have you used anything you have learned thusfar in the program? Give examples.
15.1	15.	What do you think should be changed when they give the program next year?

3. Theoretical-Problem Solving Items

1. Some people think that children learn things pretty much automatically as they grow up; others think that children can learn anything at any time if it's taught right. What do you think?

2. A lot of children have trouble getting along with others because they really get angry when they can't have everything they want. What do you think is the best way to handle a violent temper tantrum?

3. Some programs for preschool children try to teach advanced things like reading and math. Do you think such young children can really learn these kinds of things and is it good for them?

4. Jimmy is a boy who is usually selfish with his toys and often hits and pushes the other children when he is in a group. One day he gave his favorite truck to another boy to play with. What would you do to try to make him share like that again?

5. One boy in a nursery school just isn't interested in any of the activities that the other children are doing. He seems to only like motorcycles and will pay attention to little else while the teachers are trying to work with colors, shapes and other things. What would you do to try to get him involved in the group playing and learning?

6. Jimmy always seems to be bad when he is with the other children. He hits them, takes the things they are playing with and ruins the activities that are going on. Why do you think he does these things and what is the best way to handle him?

7. Some people think that the best way of making children behave is to talk it out; others think that the best discipline is a good spanking. What do you think?

8. Sarah is always happy to play with the other children, but she plays her own games almost as though the other children weren't there. Do you think that this is normal and, if so, what kinds of different play relationships will she get into when she gets older?

9. Children always like to play, but what do you think it does for them?

10. Jimmy thinks that he is really smart and tough although he can't do a lot of things the other children his age can - like recognizing shapes and colors. How do you think he feels about himself and what do you think about him?

11. Jimmy is anxious to explore any new thing that you give him. He likes to do everythink by himself and learn about it by himself. Do you think this is good and why?

12. Some people think it's important to teach children to take care of themselves. Do you think this is necessary and why?

III. RESULTS

The results are reported first for the evaluative-attitudinal items, then for the theoretical-problem solving items.

A. Evaluative-Attitudinal Items

These items were further arranged into content areas. Section II above indicates the numbering used in analysis as well as the administered sequence.

-RATIONALE ITEMS-

1.1 Why did you get involved in the program?

1.2 Intent: to determine initial motivation so that parent satisfaction could be evaluated based on their expectations.

1.3 RESULTS: All parents indicated that they were particularly interested in the program because it could be offered in the home; most could not have participated on any other basis. 3 found it difficult to verbalize beyond this; 3 indicated the need to train parents as teachers; 3 stressed the need to help children.

2.1 Are you planning to ever get a job working with children in day care, preschool or head start? When?

2.2 Intent: to directly ascertain vocational interest

2.3 RESULTS: All parents indicated that they were interested in pursuing early childhood care as a vocational career. Most said that they wanted to do this after their children were all in school.

3.1 What do you consider to be the important goals or objectives of the program?

3.2 Intent: to determine whether there was any difference in perceived objectives of program and parent expectations.

3.3 RESULTS: 7 of the parents expressed the concept of training parents as teachers, both for their own children and others on a professional basis. 2 indicated the need for helping children, but could not specify beyond.

4.1 DISCUSSION: The Rationale items clearly indicated that the respondents were vocationally oriented and generally could not have received training unless it had been given in the home. Since they were home-bound taking care of their children, and since they could pursue vocational interests after those children would be in school, the preschool time is an ideal one for such a program: making vocational opportunities possible without a training time lag.

-VOCATIONAL EVALUATION ITEMS-

5.1 Do you feel better about working with groups of children since beginning the program?

5.2 Intent: to determine perceived effect of program on ability to work with children.

5.3 RESULTS: All 9 parents responded positively indicating an increased confidence in working with groups of children.

6.1 Do you think this experience would help you get a job in a day care, nursery school or head start?

6.2 Intent: to ascertain perceived practical effect of program.

6.3 RESULTS: 8 parents responded positively; 1 parent wasn't certain.

7.1 DISCUSSION: Most parents indicated that the program had increased their self-confidence in working with children and that it would help vocationally. The reasons expressed were 2: they understood children better and they were learning techniques for working with them.

-GENERAL EVALUATION ITEMS-

8.1 In your opinion are these goals or objectives being accomplished?

8.2 Intent: to pick up major dissatisfactions and possibly elicit suggestions; also cross check 3.1.

8.3 RESULTS: All parents responded positively indicating that they were learning how to guide and teach children. No suggestions were elicited.

9.1 Are you learning anything about children that common sense hadn't already told you?

9.2 Intent: to suggest negative slant in balance to general positive orientation of survey and elicit specifics.

9.3 RESULTS: All parents responded positively. Most were emphatic specifying an appreciation of individual differences, early children's potential and stages of growth. One particularly insightful parent responded that she intuitively knew much of the program content, but learning the terminology of development enabled her to organize her thoughts and exercize her knowledge.

10.1 Do you talk to any friends or neighbors about the program? What do they think?

10.2 Intent: to corroborate attitude toward program on impersonal basis: if positive, they will talk to others and get feedback

10.3 RESULTS: 8 parents responded positively indicating that others would like to be involved in this type of program. 1 parent responded negatively.

11.1 Do you think more people should be involved in programs like this one?

11.2 Intent: to elicit general attitude

11.3 RESULTS: All parents responded positively. Suggestions to expand the program were made.

12.1 What do you like most about the program?

12.2 Intent: to elicit specific evaluative response and cross check 1.1 and 13.1.

12.3 RESULTS: 7 parents responded specifically indicating 4 main points: 1/ the people offering the program were very capable and concerned, 2/ the program was brought into the home thus enabling parents to participate and receive individual attention, 3/ parents were learning much about children and 4/ the program was bringing parents and children closer together. As one Spanish-speaking parent put it "They come to my home and talk to me. I learn about myself; I learn how children grow. I take more time with children because I know more how to help them to learn." 2 parents said simply that it helped them with their children.

13.1 What are you getting out of it?

13.2 Intent: to elicit specific evaluative response and cross check 1.1 and 12.1.

13.3 RESULTS: All parents responded specifically emphasizing an increased awareness of individual differences among children, the enjoyment of learning themselves, the development of patience with children, the value of getting closer to their children by working with them, and the increased interest and self confidence in working with groups of children as a vocation.

14.1 Have you used anything you have learned thusfar in the program? Give examples.

14.2 Intent: to determine specific utilized content of program.

14.3 RESULTS: 1 parent could not specify any particular thing. The other 8 mentioned working with small muscle development, learning tactile discrimination, using common household articles for educational purposes, working with children at their own level (all aren't the same) and using positive reinforcement to encourage desireable behavior.

15.1 What do you think should be changed when they give the program next year?

15.2 Intent: to elicit criticism and suggestions

15.3 RESULTS: 6 had nothing to suggest, the other 3 had the following recommendations (1 each): 1/ try to arrange parent meetings to exchange experience, 2/ pace the materials so parents can use each fully before getting next set, 3/ pretest for knowledge so parent doesn't have to go through things she already knows.

16.1 DISCUSSION: On these items the parents responded very positively and suggested sufficient specifics to indicate that their enthusiasm was genuine and backed by reasons. The striking elements were 1/ the need for in-home programs to maximize practical availability of training and allow individual work which seems beneficial and appreciated, 2/ parents gave the impression of virtually having their eyes opened to both the potential and developmental patterns of children, 3/ it was evident that the program had an effect on parent self concept in regard to children and even enhanced parent-child interaction.

-MISCELLANEOUS-

17.1 How long have you been involved in the program (how many sessions)?

17.2 Intent: to specify length of exposure

17.3 RESULTS: All had been involved in the program since its inception.

18.1 Do you enjoy participating in the program?

18.2 Intent: to allow an easy response and an opportunity for interviewer to reinforce subject and elicit general comments.

18.3 All responded positively.

3. Theoretical-Problem Solving Items

While the above items were intended to determine attitudes and orientation toward the program, these items were intended to evaluate the parents' ability to respond

to issues and hypothetical situations relevant to early childhood development. Each item centered on one or more concepts, which are listed with the questions. Responses were evaluated to determine: 1/ whether the parent understood what was at issue, and 2/ whether the parent could propose a reasonable solution generally compatible with what is known about child development and behavior. Items were analyzed in the order of their administration.

1.1 Some people think that children learn things pretty much automatically as they grow up; others think that children can learn anything at any time if it's taught right. What do you think?

1.2 Concept: early learning and maturation

1.3 RESULTS: 4 parents indicated that children could learn anything at any time, while 5 thought that there was a combination of maturation and learning which accounts for development. All responses showed a reasonable understanding of early learning and maturation.

2.1 A lot of children have trouble getting along with others because they really get angry when they can't have everything they want. What do you think is the best way to handle a violent temper tantrum?

2.2 Concept: violent behavior

2.3 RESULTS: Only 2 parents proposed reasonable solutions involving ignoring the behavior or diverting the energy. One of these made the insightful observation that physical punishment doesn't change any behavior, but it does function to cool off the parent. 6 of the parents suggested

that the behavior be corrected by reprimanding and spanking. Of these some would try to explain, others would "either please her or belt her"; all these approaches would reinforce the undesirable behavior and thus are not considered acceptable. 1 parent had no suggestions.

3.1 Some programs for preschool children try to teach advanced things like reading and math. Do you think such young children can really learn these kinds of things and is it good for them?

3.2 Concept: early potential

3.3 RESULTS: 6 parents agreed with both parts of the question. 2 parents disagreed with both. 1 parent didn't know.

4.1 Jimmy is a boy who is usually selfish with his toys and often hits and pushes the other children when he is in a group. One day he gave his favorite truck to another boy to play with. What would you do to try to make him share like that again?

4.2 Concept: positive reinforcement

4.3 RESULTS: 7 parents saw the solution in providing positive verbal reinforcement; one of these also suggested tangible rewards. 2 parents didn't know how to handle the situation.

5.1 One boy in a nursery school just isn't interested in any of the activities that the other children are doing. He seems to only like motorcycles and will pay attention to little else while the teachers are trying to work with colors, shapes and other things. What would you do to try to get him involved in the group playing and learning?

5.2 Concept: inattentiveness and motivation

5.3 RESULTS: 7 parents developed the correct procedure of employing the child's natural interest to teach other things by using different colors of motorcycles, the shapes involved in motorcycles, etc. 2 parents suggested that the child be forced to sit through all the lessons until he becomes interested. In this question, as in most of the others, the majority of responses are reasonable and constructive. Some, however, would yield detrimental results and suggest areas of concentration.

6.1 Jimmy always seems to be bad when he is with the other children. He hits them, takes the things they are playing with and ruins the activities that are going on. Why do you think he does these things and what is the best way to handle him?

6.2 Concept: attention, aggression and negative reinforcemen

6.3 RESULTS: Only 3 parents suggested the cause as being a need for attention and the solution as being directing his energy into activities where he can develop independence and self concept. Of these only 1 parent saw aggression as being natural. 4 others correctly saw the cause as a need for attention, but indicated that the cure was to give the child special attention; this would reinforce the undesirable behavior. 2 parents simply saw the behavior as bad and in need of punishment, thus failing on both counts.

7.1 Some people think that the best way of making children behave is to talk it out; others think that the best discipline is a good spanking. What do you think?

7.2 Concept: discipline, punishment

7.3 RESULTS: 8 of the parents agreed that a combined approach was the best. Discussion should be the first step with physical punishment as a possible resort. They also felt that it was somewhat a function of age, the particular child in question, and the nature of the transgression. One parent preferred physical punishment as a first resort.

8.1 Sarah is always happy to play with other children, but she plays her own games almost as though the other children weren't there. Do you think that this is normal and, if so, what kinds of different play relationships will she get into when she gets older?

8.2 Concept: development of play

8.3 RESULTS: 5 parents thought such play was normal and would develop into cooperative play with other children. 2 parents incorrectly thought such behavior abnormal and in need of correction. 2 parents didn't know.

9.1 Children always like to play, but what do you think it does for them?

9.2 Concept: importance of play

9.3 RESULTS: 7 parents saw the importance of play for learning as well as health and enjoyment. 2 parents only mentioned its health and physical value.

10.1 Jimmy thinks that he is really smart and tough although he can't do a lot of things the other children his age can - like recognizing shapes and colors. How do you think he feels about himself and what do you think about him?

10.2 Concept: individual differences, self concept

10.3 RESULTS: 8 of the parents correctly diagnosed the child's behavior as a cover-up for a negative self concept that was in need of help. These parents also emphasized individual differences as being an important consideration in working with any child. 1 parent wasn't certain, but she maintained that young children didn't have "enough sense" to feel badly about themselves.

11.1 Jimmy is anxious to explore any new thing that you give him. He likes to do everything by himself and learn about it by himself. Do you think this is good and why?

11.2 Concept: curiosity, independence

11.3 RESULTS: 7 parents saw the importance of exploratory behavior for learning, as well as the need for independent behavior. 2 parents felt that children should always know that adults must help them.

12.1 Some people think it's important to teach children to take care of themselves. Do you think this is necessary and why?

12.2 Concept: personal health and safety

12.3 RESULTS: Since this question was included to allow a positive response and pleasant conclusion to the interview it was expected that all parents would respond affirmatively, and they did. It it interesting, however, to note the difference in interpretation possible. Only 3 of the parents interpreted the question to be referring to personal hygiene and safety. The rest saw value in taking care of oneself in terms of self protection, this apparently in recognition of a threatening environment.

13.1 DISCUSSION: In general the responses to this series of items were quite good. Parents were especially cognisant of early childhood potential, the value of reinforcement, individual differences and self concept. It appeared to the interviewer that much of this awareness was due to participation in the program. This was supported by a recurrent spontaneous observation from the parents to the effect that, although they had raised other children, they never understood them "like they do now". The program seemed to focus their attention on children as well as give them information about them. This focused interest likewise stimulated their own learning and was reinforced by an increased interactive ability with children.

The major area which seemed to provide difficulty was discipline and punishment. Although there was a consensus on a combination of talking and punishment as corrective actions, hypothetical situations calling for operational action resulted in more confused and counterproductive responses than any other. This area definitely needs concentrated effort.

IV. DISCUSSION

In order to allow a summary presentation for both the Evaluative-Attitudinal and the Theoretical-Problem Solving Items all responses were accorded a simple numerical value. For the evaluative items each response indicating either a vocational orientation or a positive attitude toward the program was scored as a +1. Each other response (i.e. indefinite or negative was assigned a zero value. For the theoretical items each response which indicated a constructive

understanding (judged relative to consensus professional opinion) was scored as a +1. Each response judged to have negative consequences was scored as a -1. Each response indicating a lack of understanding of the issue presented was accorded a zero score. All substantive items amenable to such analysis were scored and presented in the SUMMARY TABLE below.(p. 19)

As can be seen the responses to the evaluative items were quite consistent and positive. For individuals the mean score was 9.11 out of a possible 10.00. For items the mean score was 8.20 out of a possible 9.00. It was concluded that the participants were very positively oriented toward the program.

The summary results on the theoretical items were less homogeneous. For individuals the mean score was 6.44 out of a possible 12.00. For items the mean score was 4.83 out of a possible 9.00. In both cases, taken as a group, the positive response level was 54%. However, when the groups were subdivided, removing individuals 01,02 and 04, the mean positive response level for individuals rose to 8.67 out of 12.00, while the removed subgroup evidenced a mean of only 2.00. This indicates that certain individuals should be given special attention to remediate deficiencies as defined by the present instrument.

Likewise when items 2.1 and 6.1 (discipline related) were removed, the mean item score rose to 6.5 out of 9.00, while the removed subgroup yielded a mean of -2.50. This indicates a curricular area of concern which should be programatically remediated.

In general, the responses to this set of items were also good. They indicated areas strength and weakness with implications for program development.

SUMMARY TABLE

Evaluative-Attitudinal Items

Parents	Questions										Totals
	2.1	3.1	5.1	6.1	8.1	9.1	10.1	12.1	13.1	14.1	
01	V	V	V	V	Y	Y	Y	V	V	C	9
02	V	C	V	O	Y	X	Y	C	V	V	6
03	V	V	V	V	Y	Y	Y	V	V	V	10
04	V	V	V	V	Y	Y	X	V	V	V	9
05	V	V	V	V	Y	Y	Y	V	V	V	10
06	V	V	V	V	Y	Y	Y	V	V	V	10
07	V	V	V	V	Y	Y	Y	V	V	V	10
08	V	C	V	V	Y	Y	Y	V	V	V	9
09	V	V	V	V	Y	Y	Y	C	V	V	9
Totals	9	7	9	8	9	8	8	7	9	8	82

V,Y = 1

C,X = 0

Theoretical-Problem Solving Items

Parents	Questions												Totals
	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	9.1	10.1	11.1	12.1	
01	+	-	0	+	+	-	+	-	+	+	-	+	3
02	+	0	_	0	-	0	-	+	+	+	+	+	3
03	+	-	+	+	+	+	+	+	+	+	+	+	10
04	+	-	-	+	-	-	+	0	0	+	-	+	0
05	+	-	+	+	+	+	+	+	+	+	+	+	10
06	+	+	+	0	+	-	+	-	0	+	+	+	6
07	+	+	+	+	+	+	+	+	+	+	+	+	12
08	+	-	+	+	+	-	+	+	+	+	+	+	8
09	+	0	+	+	+	-	+	0	+	-	+	+	6
Totals	+9	-3	+4	+7	+5	-2	+7	+3	+7	+7	+5	+9	58